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UNITED STATES OF AMERICA

OFFICE OF PERSONNEL MANAGEMENT

Handbook X–118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 173

January 1980

Transmits the following qualification standards material for inclusion in part III.

1. Supersedes the standard for the Secretary Series, GS–318, as amended in June, 1974.

TABLE OF CHANGES

Remove	Issue date	Insert
Secretary Series, GS–318 pages 1 through 8 (entire standard).	Jan. 1973; June 1974.	GS–318, Secretary Series, pages 1 through 4.

Secretary Series, GS–318
Secretary GS–318, All Grades
Secretary (Stenography), GS–318 All Grades
Secretary (Typing), GS–318 All Grades

DESCRIPTION OF WORK

This series includes all positions the duties of which are to assist one individual, and in some cases the subordinate staff of that individual, by performing general office work auxiliary to the work of the organization. To be included in this series, a position must be the principal clerical or administrative support position in the office, operating independently of any other such position in the office. The duties require a knowledge of clerical and administrative procedures and requirements; various office skills; and the ability to apply such skills in a way that increases the effectiveness of others. The duties do not require a technical or professional knowledge of a specialized subject-matter area.

For more information on the work of this occupation, see the Position Classification Standard for the Secretary Series, GS–318, dated January 1979.

EXPERIENCE REQUIREMENTS

The requirements at all levels discussed below are purposely stated in terms of knowledges, skills, and abilities, rather than specific duties. A candidate may demonstrate possession of these knowledges, skills, and abilities through various means. For example, a candidate with extensive writing experience could perhaps demonstrate the ability to compose nontechnical correspondence without ever having performed that specific duty. Note also that a candidate need not have acquired the necessary knowledges, skills, and abilities in the same office in which the vacancy is located. Volunteer work for organizations such as civic groups or church groups may be used to fulfill experience requirements to the degree that such work can be verified and evaluated when such work demonstrates possession of the knowledges, skills, and abilities and secretarial work.

For positions at GS–3

A general background in the performance of routine clerical duties which demonstrates that a candidate has *all* of the following:

—basic knowledge of office routines and functions sufficient to refer visitors and telephone calls and to route correspondence by name or functional area;

AND

—knowledge of clerical practices and procedures sufficient to file material and obtain requested information from the file;

AND

—knowledge of spelling, punctuation, and syntax sufficient to identify and correct grammatical errors.

Experience acquired through the performance of most kinds of clerical work in an office setting is normally considered qualifying; for example, clerk-typist, clerk-stenographer; administrative clerk, personnel clerk, medical clerk, legal clerk. Examples of experience which typically is *not* qualifying are store clerk and shipping clerk when these positions do not include general clerical work.

For positions at GS–4

A background in the performance of a variety of clerical duties which demonstrates that a candidate has *all* of the following:

—working knowledge of many different office procedures such as those needed to request a variety of office equipment, supplies, publication material, and maintenance services, when each of these requires a different procedure;

AND

—ability to understand an organization and its functions sufficient to establish file systems for classifying, retrieving, and disposing of materials; refer telephone calls and visitors; distribute and control mail; maintain leave records; and provide general and non-technical information.

Some examples of work experience normally considered as qualifying are clerk-typist, clerk-stenographer, administrative clerk, personnel clerk, medical clerk, legal clerk.

For positions at GS–5 and above

Experience in administrative or clerical work which demonstrates possession of the knowledges, skills, and abilities required to serve as a principal office assistant at these levels, including *all* of the following:

—ability to organize effectively the flow of clerical processes in an office;

AND

—ability to organize and design a filing system;

AND

—ability to make arrangements for such things as travel, conferences, and meetings;

AND

—ability to locate and assemble information for various reports, briefings, and conferences;

AND

—ability to compose non-technical correspondence.

SUPERVISORY POSITIONS

For supervisory positions, apply the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III, Handbook X–118, in conjunction with this standard.

QUALITY OF EXPERIENCE

Length of experience will not necessarily in itself be considered qualifying. The candidate's record must show the ability to perform the duties of the position to be filled.

For positions at GS–3

A candidate must have had six months of qualifying experience at GS–2 in the General Schedule or equivalent experience outside the General Schedule.

For positions at GS–4 or GS–5

A candidate must have had one year of qualifying experience at the next lower grade in the General Schedule or equivalent experience outside the General Schedule.

For positions at GS–6

A candidate must have had six months of qualifying experience at GS–5 in the General Schedule or equivalent experience outside the General Schedule.

For positions at GS–7 through GS–11

A candidate must have had six months of qualifying experience at the next lower grade in the General Schedule or equivalent experience outside the General Schedule *OR* one year of qualifying experience at the second lower grade in the General Schedule or equivalent experience outside the General Schedule.

For positions at GS–12 and above

A candidate must have had one year of qualifying experience at the next lower grade in the General Schedule or equivalent experience outside the General Schedule.

SUBSTITUTION OF EDUCATION FOR EXPERIENCE

Except for any requirement for passing performance tests to demonstrate skill in shorthand and or typing (when required), the following will apply:

For positions at GS–3

All of the experience requirements for the GS–3 level may be met by completion of 1 academic year of full-time business school or 1 academic year of education above the high-school level.

For positions at GS–4

All of the experience requirements for the GS–4 level may be met by completion of 2 academic years of full-time business school or 2 academic years of education above the high-school level.

For positions at GS–5

All of the experience requirements for the GS–5 level may be met by completion of 4 academic years of education in an accredited college or university.

NOTE: Academic study alone is not creditable as qualifying experience for positions above the GS–5 level; i.e., no more than 4 years of academic study is creditable towards meeting experience requirements.

Combination of education and experience may be used to meet the minimum qualification requirements. For example, 3 academic years of education above the high-school level plus 6 months of qualifying experience as a GS–4 may be used to qualify a candidate for GS–5.

Courses that are not measurable in terms of credit hours (e.g., "certificate courses") should be treated as if they were work experience. However, no credit will be allowed for training which has been obtained only or primarily in the basic skills of shorthand or typing or refresher courses.

TYPING AND STENOGRAPHIC SKILLS

When secretary positions require skill in typing or stenography at or above the level of proficiency required under the competitive standards for these skills, the qualification standard for the skill should be used in conjunction with this (GS–318) standard to assure that candidates possess at least the minimum degree of skill required to perform the typing or stenographic duties of the position.

WRITTEN TESTS

No written test will be required at any grade level to establish basic qualifications of candidates, or to rank candidates. Performance tests may be required to demonstrate possession of stenographic or typing skill.

BASIS FOR RATING AND RANKING CANDIDATES

Candidates who meet the minimum qualification requirements will be rated on a scale of 70 to 100 based on an evaluation of the quality and extent of their experience, education, training, or other achievements pertinent to the duties of the positions to be filled.

Some kinds of training and experience which enhance the candidate's qualifications may be treated as factors to award extra credit for rating and ranking purposes. These include, but are not limited to, the following:

—Possession of a certificate as a "Certified Professional Secretary";
—Successful completion of in-service courses which offered training in areas related to the secretarial function, general management or administration, or the program area with which the supervisor is concerned;
—Successful completion of work-related educational courses in excess of those used to meet minimum requirements; for example, courses in office practice;
—Recognition for exceptional work performance.

INSERVICE PLACEMENT

Guide for Evaluating Candidates in Relation to Job Requirements

Guidelines for appraising employees' qualifications and promotion potential are discussed in FPM Supplement 335–1, *Evaluation of Employees for Promotion and Internal Placement.*

The evaluation of a candidate for positions in the series covered by this standard should focus on those knowledges, skills, and abilities which indicate the candidate's ability to perform the duties of the position successfully. The skills and abilities needed in each position differ with the organization of the work and the type of work performed. Accordingly, the employee's training and experience should be evaluated in terms of the knowledges, skills, and abilities needed for success *in the job to be filled.*

Information about the necessary knowledges, skills, and abilities is available from a variety of sources including, but not limited to:

—Written performance appraisals and supervisory evaluations;

—Personal interviews with present and former supervisors, and with candidates;
—Personnel folders and personal qualification statements;
—Reference inquiries;
—Supplemental application forms or questionnaires completed by candidates.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

All positions involving Federal motor vehicle operation continue to carry the additional medical requirements specified in Federal Personnel Manual, Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operator and Incidental Operators.

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UNITED STATES

OFFICE OF PERSONNEL MANAGEMENT

Handbook X–118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 174

February 1980

1. The standard for the Computer Clerk and Assistant Series, GS–335 supersedes and replaces the qualification standard for the Computer Aid and Technician Series, GS–335 issued in January 1969. The series title has been changed and the series definition has been expanded to include additional support to product users and computer specialists. New titles, series coverage and qualification guidance have been added.

2. Transmits the following qualifications standards material for inclusion in Part III.

Revises the standard for the Forestry Series, GS–460 to change the core requirements, the grouping of subject matter areas, and the section dealing with the "Evaluation of Candidates".

3. Revises the standard for the Training Instruction Series, GS–1712, (1) to remove references to training work requiring trade or craft skills which is now covered by a new Federal Wage System standard for Training Leader, WL, (2) to provide an updated *Physical requirements* statement, and (3) to make minor editorial changes.

TABLE OF CHANGES

Remove	Issue date	Insert
GS–335, Computer Aid and Technician Series, pages 1 through 4.	January 1969	Computer Clerk, GS–2/4 Computer Assistant, GS–5/7, pages 1 through 4
GS–460, Forestry Series, pages 1 through 6.	December 1968	GS–460, Forestry Series, pages 1 through 6
GS–1712, Training Instruction Series, pages 1 and 2.	November 1963	GS–1712, Training Instruction Series, pages 1 and 2.

COMPUTER CLERK AND ASSISTANT SERIES

Computer Clerk, GS–2/4
Computer Assistant, GS–5/9

DESCRIPTION OF WORK

Computer Clerks and Computer Assistants perform a variety of work in support of specialists and computer operators engaged in the design and operation of computer systems. Employees in this occupation also support functional users of computer systems by accepting processing requirements, preparing them for execution, and in some cases performing or directing program execution through remote terminals, distributing the products and performing related control and proccessing support duties. These tasks are complementary to and support such specialized computer systems work as analysis, design, programing, installation, operations and system management.

Computer Clerks perform such tasks as: (1) labeling, maintaining and controlling tapes, disks and other storage media and documentation in tape libraries; (2) preparing processing schedules for jobs that are executed in simple sequence and have dependencies that are readily accommodated; (3) maintaining a variety of computer program files, records, manuals and related documents; or, (4) tracing sources of procedural errors in documents, data and control records.

Computer Assistants perform limited phases of computer specialist functions in addition to project control and scheduling work such as: (1) translating program routines and detailed logic steps designed by others into instructions, codes, or languages that machines can accept; (2) preparing charts showing the flow of documents and data in assigned subject areas; (3) preparing daily, or longer schedules for program processing sequences where multiple systems, multi-processing, dependencies, contentions and similar conditions effect the scheduling processes; (4) assembling, modifying controls, annotating instructions and staging the materials and documentation required for machine processing; and/or, (5) tracing and identifying the sources of processing failures, correcting those associated with system controls, introducing new or revised schedules of program processing and providing control stream modifications to take advantage of alternative operating system hardware configurations and processing techniques.

Computer Clerk positions are characterized by a requirement for computer related clerical support knowledge. These include knowledge of media (tapes, disks, cards), codes, abbreviations, control systems for logs, inventory records, and related procedural manuals, documents and system utilization records.

Computer Assistants are generally distinguished by the requirement for a working knowledge of computer processing methods and flow of work to and through the computer, and for knowledge of processing and control languages, or comparable knowledges. Some positions require limited knowledge of the requirements and techniques of computer programing and/or systems analysis. (Refer to the classification standard for this series for more complete information regarding the nature of the work.)

EXPERIENCE REQUIREMENTS

Applicants must have the kind, quality and amount of experience indicated in the following table and explanatory information.

Grade	General Experience (years)	Specialized Experience (years)	Total Experience (years)
1	0	0	0
2	½	0	½
3	1	0	1
4	2	0	2
5	2	1	3
6	2	2	4
7 and above	2	3	5

General Experience—any experience which includes work associated with following written directions, procedures, or systematic work methods such as in classifying and maintaining records, or comparable clerical support work which gives evidence of the ability to perform this kind of work.

Specialized Experience—any experience in computer clerical or other computer related support work requiring knowledge of computer terminology, processing methods, controls, media and data flow. OR: Experience requiring proficiency in translating actions into a computer programing language (COBOL, FORTRAN, ALGOL, etc.); preparing and interpreting program and system charts and instructions; or other work requiring comparable knowledges of computer processing techniques.

Substitution of Education for Experience

In crediting education above the high school level, one year of study is equal to 30 semester hours or the equivalent (e.g., 45 quarter hours, or 24 weeks at 20 hours per week in technical school). A school above the high school level is an accredited educational institution (e.g., a business, technical or commercial school or college, a junior college, or a college or university) for which high school graduation or the equivalent is a prerequisite. Education may be substituted for work experience according to the following criteria:

GS–2 Graduation from a 4 year high school or GED equivalent.

GS–3 Successful completion of a 2 year course, including instruction and practice in data processing in high school which provides knowledge of electronic computer systems, programing, media (tape, disks, and/or drum), input and retrieval methods. (NOTE: ADP training in high schools in typically, although not exclusively offered in vocational education programs. The training commonly provides a foundation of knowledge and some application of the concepts, terminology, languages, preparation, controls and interdependence appropriate to positions in this occupation. Some courses offer opportunity to directly operate computer systems while others use remote terminal job entry techniques. However, specific knowledge or ability as computer operators is not essential to this occupation and is not required when crediting high school ADP training.) OR:

Successful completion of 1 year of education above the high school level that includes at least six semester hours, or equivalent in data processing courses (no credit is allowable for training obtained only or primarily in the basic skills of shorthand or typing or refresher courses). OR:

Successful completion of a full time (20 hours per week or equivalent) concentrated course of study of at least 6 months duration which includes systems design and programing instruction and practice in a technical school above the high school level.

GS–4 Successful completion of two years of study above the high school level which includes at least 12 semester hours (or equivalent) in courses such as computer mathematics, basic and advance programing, data processing, computer operations, or other ADP related courses of study and practice.

GS–5 Successful completion of four years of study above the high school level which includes at least 24 semester hours (or equivalent) in courses such as those described above for GS–4.

QUALITY OF EXPERIENCE

In evaluating combinations of experience, education and training, one academic year of study may be substituted for one year of general experience or six months of specialized experience. Academic study may be substituted for a maximum of one year of specialized experience.

For positions at any grade the amount of experience will not in itself be accepted as proof of qualifications. The applicant's record of ex-

perience and training must show the ability to perform the duties of the positions. In addition:

For grade GS–5, except for those who qualify on the basis of education alone, the 1 year of required specialized experience must have been comparable in difficulty and responsibility to the GS–4 level in the same or closely related work.

For grade GS–6 and above, at least 1 year of the required specialized experience must have been comparable in difficulty and responsibility to the next lower grade in the Federal service or 2 years comparable to the second lower grade in the Federal service.

SUPERVISORY POSITIONS

For supervisory positions, the qualification standard for Supervisory Positions in the General Schedule Occupations in part III of Handbook X–118 should be used in conjunction with the requirements in this standard.

WRITTEN TEST

Applicants for competitive appointment to grades GS–2 and GS–3 must pass a written test except that the written test will be waived for applicants who qualify on the basis of specialized training or experience in the data processing field.

BASIS FOR RATING

For GS–2 and GS–3 applicants will be rated on the basis of written test scores except for applicants for whom the written test may be waived. For such applicants and for positions at grades GS–4 and above, applicants will be rated on an evaluation of the quality and extent of their experience, education or training.

GUIDES FOR IN-SERVICE PLACEMENT ACTIONS

The standard for in-service placement actions is basically the same as for entry into the Federal service, except that the written test may not be used on a pass-fail basis. For information on when and how a test may be used in evaluating eligible employees, see FPM Supplement 335–1. For in-service placement actions, the experience and training must have demonstrated that candidates have the ability to acquire the knowledges necessary to perform successfully the duties of the position to be filled.

Ranking plans should be developed which are tailored to the requirements of the specific jobs, and which reflect the more detailed knowledge available regarding candidate's experience, such as the following.

1. Experience as a computer operator is fully qualifying as specialized experience for this occupation and is particularly appropriate to scheduling and production control work. Such experience should be given more weight in ranking candidates than work with peripheral equipment (including terminals) at comparable levels.
2. Experience in data processing operations involving the use of equipment should be given more weight in ranking candidates than general clerical work at comparable levels. In rating candidates for computer assistant positions such experience should demonstrate the applicant's ability to plan and carry out projects. Typically, this would involve such representative tasks as: determining project requirements, the mechanical steps necessary, the sequence of such steps and the equipment to use, setting up and wiring equipment.
3. Experience as clerks in subject-matter areas that are automated should be given more weight in ranking candidates than comparable work in other subject-matter fields.
4. Evidence that candidates have successfully completed training or education courses in computer methods and techniques should also be considered in ranking. Such training must be sufficient in length and content to demonstrate that candidates have acquired the ability to apply computer methods, techniques, languages or instructions not the degree required in the jobs to be filled.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to safely and efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

Forester (all specializations) GS–5/15

DESCRIPTION OF WORK

Foresters perform professional and scientific work in the development, production, conservation, and utilization of the natural resources of forests and associated lands; the inventory, planning, evaluation, and management of each forest resource including timber, soil, land, water, wildlife and fish habitat, minerals, forage, and outdoor recreation including wilderness, in relationship with each other to meet both present and future public and local private needs and demands; the protection of resources against fire, insects, disease, floods, erosion, and other depredations; the valuation, management and protection of forest lands and properties; the interpretation and communication of principles, facts and legislation upon which the management of forest land rests; and the development of new, improved, or more economic scientific methods, practices, or techniques necessary to perform such work.

BASIC REQUIREMENTS FOR ALL GRADES

1. Candidates for Forester positions must demonstrate successful completion of the requirements in paragraph A or paragraph B below:

A. A full 4 year or longer course of study in an accredited college or university leading to a bachelor's or higher degree with major study in forestry or a closely related subject-matter field. This course of study must have included a total of at least 30 semester hours in any combination of biological, physical, or mathematical sciences or engineering of which at least 24 hours of course work are in forestry.

The curriculum must be diversified sufficiently to include at least 8 semester hours in each of the following areas:

Management of Renewable Resources.—Courses in this area are concerned with study of the science and art of managing renewable resources to attain desired results. An illustration of creditable courses in this area include silviculture, forest management operations, timber management, wildland fire science or fire management, utilization of forest resources, forest regulation, recreational land management, watershed management, and wildlife or range habitat management;

Forest Biology.—Courses in this area are concerned with the study of the classification, distribution, characteristics and identification of forest vegetation and the interrelationships of living organisms to the forest environment. Illustrations of creditable courses in this area include dendrology, forest ecology, silvics, forest genetics, wood structure and properties, forest soils, forest entomology, and forest pathology;

Forest Resource Measurements and Inventory.—Courses in this area are concerned with the sampling, inventory, measurement and analysis techniques as applied to a variety of forest resources. Illustrations of creditable courses include forest biometrics, forest mensuration, forest valuation, statistical analysis of forest resource data, renewable natural resources inventories and analysis, and photogrammetry or remote sensing.

B. A total of at least 30 semester hours of course work in an accredited college or university in any combination of biological, physical, or mathematical sciences or engineering of which at least 24 semester hours are in forestry. The requirements for diversification of the 24 semester hours in forestry are the same as specified in paragraph A, above. In addition to these requirements, a candidate must have additional education or experience which, when combined with the 30 semester hours of course work, will total 4 years of education or 4 years of combined education and experience.

The quality of such additional education or experience must have been sufficient to give the candidate professional and scientific knowledge equivalent to that normally acquired through the successful completion of a full 4-year course of study as described in A above. In combining undergraduate education with experience, an academic year of study which comprises 30 semester hours or 45 quarter hours will be con-

sidered equivalent to 9 months of experience.

2. Candidates for Forester (Administration) or Research Forester (Administration) must have completed the requirements described in paragraphs A or B above, or the minimum educational requirements established for other forestry related professional disciplines, e.g., Range Conservationist, GS–454; Soil Scientist, GS–470; Wildlife Biologist, GS–486; Geologist, GS–1350; Landscape Architect, GS–807; Hydrologist, GS–1315; or the full 4-year college requirements which have been described for All Professional Engineering Positions, GS–800, provided that the basic professional training has been supplemented by a sufficient amount of professional experience, gained in a forestry work situation, to give the candidate a full professional knowledge of forestry administration. The supplemental experience must have been gained in a work situation where the program or project required the joint application of full professional knowledges of forestry and the related professions in the solving of highly technical and complex problems, where the work was largely concerned with the planning, developmental, and administrative phases of multiple-use, forest land mangement programs, or with the carrying out of related research or special projects of a similar nature.

The total education and experience shown must clearly demonstrate that the candidate can perform the technical and administrative duties of the grade of the position for which he/she is being considered.

3. Candidates for positions which involve highly technical research or similar complex scientific functions, must have successfully completed the full 4-year course of study described in paragraph A above.

GS–5: The basic requirements which apply to all grades are fully qualifying for grade GS–5.

ADDITIONAL EXPERIENCE AND TRAINING REQUIREMENTS

Candidates for grades GS–7 and above must have had either professional experience or graduate education (or an equivalent combination of both) in addition to meeting the basic requirements. Such professional experience or graduate education must have been in, or directly related to, forestry, e.g., civil engineering, wildlife management, range conservation, or soil science, where the experience or study dealt with problems directly related to forestry.

This experience or education must have equipped the candidate with the knowledge and ability to perform fully the work of the position for which he/she is being considered. For example, candidates for research positions must possess the aptitude or ability to perform professional research work at appropriate grade level.

1. Experience

In addition to the basic requirements, the following amounts of professional experience are required for grades GS–7 and above:

Grade:	*Minimum amount of professional experience in appropriate subject-matter fields (years)*
GS–7	1
GS–9	2
GS–11 and above	3

For grades GS–11 and below, at least 6 months of the required experience must have been at the level of difficulty comparable to that of the next lower grade, or 1 year comparable to the second lower grade, in the Federal service. For grades GS–12 and above, at least 1 year of the required experience must have been at a level of difficulty comparable to that of the next lower grade in the Federal service.

2. Education

In addition to the basic requirements, the following amounts and levels of education are qualifying for grades GS–7 and above, as shown:

Grade:	*Minimum amount of professional experience in appropriate subject-matter fields*
GS–7	One full academic year of graduate education.
GS–9	Completion of all requirements for a master's or equivalent degree; *or* Two full academic years of graduate education.

	Minimum amount of professional experience in appropriate subject-matter fields
GS–11	Completion of all requirements for a doctoral degree (Ph.D. or equivalent); *or* Three full academic years of graduate education.
GS–11 Research positions	Completion of all requirements for a master's or an equivalent degree for which at least 2 full academic years of graduate study is required when— a. The position involves primarily *research* or very similar research-type exploratory development of a creative or advanced scientific nature. b. The knowledges required for the work are *typically and preferably* acquired through graduate study. c. The work is of such character that the academic preparation will equip the candidate to perform fully the professional work at the GS–11 level after a short orientation period.
GS–12 Research positions	Completion of all requirements for a doctoral degree (Ph.D. or equivalent) for appointment to such positions as meet the following criteria: a. The position involves primarily research or very similar research-type exploratory development of a creative or advanced scientific nature. b. The knowledges required for the work are *typically and preferably* acquired through graduate study at the doctoral (Ph.D. or equivalent) level. c. The work is of such character that the academic preparation will equip the candidate to perform fully the professional work at the GS–12 level after a short orientation period.

3. Combinations of professional experience and graduate education

Equivalent combinations of professional experience and graduate education of the types described above are acceptable at each grade. (See the Introduction to Handbook X–118, Part II, Section III, for specific information on crediting "full time" and "part time" graduate study.)

4. Alternate requirements

Superior academic achievement at the baccalaureate level or 1 year of student trainee experience is qualifying at grade GS–7. A combination of superior academic achievement at the baccalaureate level and 1 year of appropriate professional experience is qualifying at grade GS–9. In each case, the pertinent criteria in Section III of Part II, Instructions to Users, of this handbook must be met.

AMENDED EDUCATIONAL REQUIREMENT

This standard is subject to the provision of the "Amended Educational Requirement for Most Professional Positions in Science and Technology," which deals with acceptance of education leading to a bachelor's or higher degree in an appropriate field of science or technology which does not fully or literally satisfy the basic educational requirement specified for the occupation. (See pages 15.02 to 16.05 in the Introduction to Handbook X–118, Part II, Section III, for specific requirements for application of this amendment.)

AMENDED EXPERIENCE REQUIREMENT

This standard is subject to the general amendment concerning specialized experience requirements in non-competitive actions which deals with acceptance of different kinds of experience toward meeting the specialized experience requirements, when the total background of the candidate demonstrates that he/she possesses full journeyman knowledge or professional competence in the forestry occupation and has the necessary level of skills, knowledge, and abilities necessary to do the work. This provision is important in situations, for example, where a forester has been transferred under an executive development assignment to another

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series for management development purposes. (See the section on "Evaluating Specialized Experience: A General Amendment to Certain Qualification Standards" in the Introduction to Handbook X–118, Part II, Section III, for specific requirements for application of this amendment.)

Forester (Administration).—For positions at GS–9, GS–11, and GS–12, candidates must show that they have the ability to deal satisfactorily with professional, scientific, and technical workers, and that they are familiar with the methods and procedures used to supervise, administer, and manage the particular type of professional and scientific work involved in the type of program in which they will be engaged.

For positions at GS–13 and higher grades, candidates must show that they have had sufficient experience in dealing with professional, scientific, and technical workers, and in supervising or administering the work of technical forestry, multiple use, or related resource management programs: (1) to have a thorough knowledge of the methods and procedures used in supervising, managing, and administering the type of program in which they will be engaged; and (2) to deal satisfactorily with the workers and supervise or administer the program effectively.

Research Forester (Administration).—Such positions may require the ability to supervise and direct a highly trained scientific staff working in a number of different disciplines. For such positions, candidates must show that they are thoroughly familiar with the scientific principles and concepts involved, can cooperate and work with others in a team approach to research, and have the scientific stature and leadership qualities needed to lead and direct a group of research workers.

Research Forester.—Many Research Forester positions are highly specialized and may require different types of education, training, and experience either in forestry research or in a field of research directly related to forestry research. For these positions, candidates must show that they have had sufficient education, training, and experience to give them the knowledge, abilities, and skills needed to perform successfully the duties of the position for which they are being considered. For all research positions at the GS–12 and higher grades, candidates must show that they have the ability to analyze and interpret the results of research, and that they are able to prepare this material for publication.

CREDIT FOR CREATIVE OR OUTSTANDING RESEARCH

Candidates for research positions who can furnish positive evidence that they have performed highly creative or outstanding research which meet the criterion described below, may be rated eligible for the next higher grade than that for which they would normally be rated. (A candidate who achieves a higher grade on the basis of the graduate study provisions is not eligible for an additional grade based on this criterion.)

To receive such credit, the work must have been creative in the sense that it produced a basic principle, concept, method, approach, or technique or provided a body of basic information, that opened the way for major advances in the discipline or field of science involved, or to advances in science in general. Such research must have been on previously unsolved problems which involved the introduction of unorthodox assumptions, idealizations, approaches, scientific concepts, techniques, or relationships which were not obvious and which had not previously been perceived by authorities in the field, or, it may have involved the rejection of assumptions,, idealizations, approaches, scientific concepts, techniques, or relationships which had previously been held valid in the discipline or field of science involved.

SELECTIVE PLACEMENT

A varying amount of selectivity is required to fill certain research or non-research forester positions. While most, if not all, foresters perform work in and apply an understanding of the principles of the broad field of forest resource management, some positions require that particular kinds or combinations of knowledges be

applied more intensely than in other positions. In some cases, therefore, it may be appropriate to use selective placement techniques, i.e., only those candidates who have appropriate education, training, and experience should be referred for employment consideration. Where selective factors are used, however, they must be demonstrably related to the knowledges, skills, abilities, and other characteristics considered *essential* to produce candidates capable of performing the duties of the positions satisfactorily. The factors should represent *minimum* acceptable qualifications for the job of interest.

The appropriateness of the factors should be reflected in the duties and responsibilities of the position as presented in the position description or in other official information provided by the agency. Additionally the use of these factors must not result in the establishment of an unreasonably high or overly restrictive requirement. That is, the proposed selective factors should not be used if it is evident that other eligibles could perform satisfactorily after a customary training period.

GUIDE FOR THE EVALUATION OF CANDIDATES

The following factors are suggested for consideration in evaluating or rating candidates' *relative* qualifications:

1. *The extent, nature, and content of qualifying basic education.*—The nature, extent, and content of education are of primary importance in evaluating qualifications of candidates for positions at the lower grades, GS–5/7. At the higher levels, they are also important, but it is necessarily subordinated to proven professional capability as demonstrated through experience.

The standard states, in paragraph 1A, only the minimum education a candidate must have to be able to learn and perform forestry work. A candidate with just the type and amount of education specified is rated eligible, but is considered only minimally qualified or prepared for the work. In ranking candidates it is important to consider whether a particular candidate: (1) has substantially more than the minimum of 30 semester hours required; (2) has substantially more than the minimum 24 semester hours in forestry courses, and (3) has substantially more than 8 semester hours in each of the 3 broad curricula areas defined in paragraph 1A, "Basic Requirements for All Grades." Consideration should also be given to the extent of preparation in related or more fundamental scientific fields, and in directly useful additional subject areas in the behavioral arts and sciences, e.g., individual and group relationships (psychology, sociology), public or business administration, and economics.

2. *The quality of academic achievement.*—Superior undergraduate academic achievement is accorded an extra grade (GS–7 only) for research and non-research positions. Such superior academic achievement should be reflected in the assignment of quality levels to education as well as in determining basic grade-level eligibility. However, in ranking candidates at the GS–7 level, the education of a candidate with appropriate graduate level education should be assigned a higher quality rating than superior undergraduate education. Consideration should also be given in terms of broad categories such as non-accredited college, college accredited by regional accrediting associations, and forestry schools which meet the high standards of the professional accrediting association, the Society of American Foresters.

3. *Nature of experience.*—Many forester positions, particularly those at the GS–9 level and higher, involve a considerable amount of cooperative work with other agencies, organizations, and the public, and require the establishment and maintenance of sound, effective public relations. This requires competence in applying the principles of management and the behavioral sciences, as well as good communications skills. Consideration should be given to candidates who can demonstrate sufficient training or experience in establishing and maintaining sound public relations such that they would be able to perform successfully the duties of the particular position.

Similarly, some forester positions, particularly at the GS–9 and higher levels, require the

application of administrative or managerial skills in addition to those basic "subject matter" knowledges listed in paragraph 1A in the section covering "Basic Requirements for All Grades". These additional knowledges are required so that the forester may incorporate, for example, administrative, organizational and economic principles, practices, and requirements along with the basic "subject matter" components of forestry into the planning, programing, budgeting and related decision-making processes. For such positions, consideration should be given to candidates who can demonstrate experience or training in such areas as Forest Resources Economics, Finance, or Taxation; Forest Resources Policy and Law; Land Use Planning; Organizational Management Theory; Methods Analysis; Business or Public Administration, etc.

(In applying the criteria suggested in the preceding paragraphs, note the advisory comments on the use of selective factors contained in the section "Selective Placement".)

Attention should be given to the type, level, and to the extent measurable and relevant to the critical performance factors of the position to be filled, the progression in duties and responsibilities of the candidate and the recency of the experience.

4. *Accomplishments.*—Considered here are the candidate's demonstrated knowledge of forestry and related sciences, his/her professional interests as shown by self-development activities, his/her stature in the profession, and his/her accomplishments, *considering opportunities for such*. This factor applies primarily to research positions but may also apply to other positions.

Judgments by coworkers or colleagues are highly important in appraising scientific accomplishments. Evidence used to appraise accomplishments includes publications, participation in forestry and other professional societies, leadership activities in the field of endeavor, honorary awards and other recognition, contributions to forestry knowledge, and the like. Publications should be carefully appraised in terms of their total contribution to knowledge about the field, rather than judged by volume. Citations by others as an authority, however, may serve as a partial index of the value of published work. The extent of professional recognition may be judged by such things as invitations to present papers before professional groups (international, national, regional, local); use of publications as a resource by other foresters; and activities in professional societies.

Foresters, as they advance in level of responsibility, are expected to engage in continuing and vigorous professional development as a method of keeping abreast of the field. Lack of evidence of this development legitimately may be considered as detracting from the overall quality level assigned. Accomplishments should be appraised in consideration of *the opportunities afforded by past assignments* and the level of these assignments.

MEDICAL QUALIFICATION REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operations and Incidental Operators.

TRAINING INSTRUCTION SERIES

Training Instructor, GS–5/13
Supervisory Training Instructor, GS–9/15
Training Administrator, GS–9/15
Training Specialist, GS–5/14

DUTIES

Incumbents of positions covered by this standard perform work involved in a program of instructional training in an occupation or other subject, when the work requires a practical knowledge of the occupation or subject to be taught *and* a practical knowledge of the methods and techniques of instruction. They may be instructors or supervisors of instructors in specific subject areas, may develop or review special subject-matter course materials, training aids, and manuals for training programs, or may administer training programs.

The duties of some positions will include demonstration in the use of equipment, techniques, principles and practices of the subject being taught.

EXPERIENCE AND TRAINING REQUIREMENTS

Except for the substitution of education provided for below, applicants for these positions must have had general and specialized experience of the length specified in the table below and of the nature described in the statements that follow:

	General (years)	Specialized (years)	Total (years)
GS–5	3	None	3
GS–7	3	1	4
GS–9	3	2	5
GS–11–15	3	3	6

General experience.—Practical and progressive experience or training in an occupation or subject appropriate to the position to be filled. This experience must show evidence of sufficient knowledge and ability to demonstrate, explain, and instruct students in the use of equipment, techniques, principles, or practices of the occupation, or subject.

Evidence of this knowledge and ability may have been demonstrated by one or any combination of the following:

1. Experience as a teacher or instructor.
2. Satisfactory completion of a formal course or an on-the-jobb training program in the basic principles and techniques of instruction which included supervised practice teaching.
3. Performance of duties involving the supervision or on-the-job instruction of fellow workers in the use of equipment, techniques, principles, or practices of an occupation or subject.
4. Successful completion of a formal vocational training program for the appropriate occupation, in which the applicant demonstrated an unusual and marked aptitude for learning and applying the principles, practices, and techniques of the occupation or subject-matter field.

Specialized experience.—Experience in teaching or instructing in an adult education program, secondary school, college, or industrial establishment in the particular functional or subject field(s) for which the applicant has applied, or in supervising such instruction work; in training program administration; or in the development or review of course materials or training aids.

QUALITY OF EXPERIENCE

For positions at all grade levels, experience shown must have been at a sufficiently high level of difficulty and responsibility to demonstrate the ability to perform the duties and responsibilities of the position for which the candidate is applying. Therefore, at each grade through GS–11, six months of the required experience must have been at a level of difficulty and responsibility comparable to that of the next lower grade in the Federal service, or at least one year of that experience must have been at a level of difficulty and responsibility comparable to that of the second lower grade in the Federal service. For each grade above GS–11, one year of the required experience must have been at a level of difficuty comparable to that of the next

lower grade in the Federal service. To determine the level of difficulty of the applicant's experience, refer to the appropriate position classification standard.

SUPERVISORY POSITIONS

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook in conjunction with this standard.

SUBSTITUTION OF EDUCATION

For general experience:

Study successfully completed in schools above high school level, including appropriate vocational schools, may be substituted for General Experience at the rate of 1 academic year of study for 9 months of experience, provided such study included at least 6 semester hours (or equivalent) in a subject directly related to the particular subject-matter or functional option for which the applicant is being considered.

For a maximum of 1 year of specialized experience:

One academic year of study completed in a school above high school level, not already used in substitution for General Experience, may be substituted for year of specialized experience, provided such study include at least 9 semester-hour credits (or equivalent) in a combination of subject field and education courses, with a minimum of 3 semester hours in each.

BASIS OF RATING

Applicants will be rated on a scale of 100 on the extent and quality of their experience, education, and training relevant to the duties of the position. The evaluation will be based on information contained in the application, supplemented by information received through qualifications inquiries in terms of factors such as the following, as appropriate:

(1) Extent of special subject-matter knowledge as reflected by the nature of experience gained in and related to the particular subject field.

(2) Ability to establish and maintain effective personal working relations.

(3) Ability in oral and written expression.

(4) Degree of difficulty of subjects dealt with.

(5) Initiative, interest, and capacity in devising special methods and aids, or adopting curricula and methods to serve special needs, or for program improvement.

(6) Degree of responsibility and nature of work involved in planning a program of training, or phase of a program, or in development of operational plans, or in the development of instructional material and training aids.

(7) Ability to select, develop, and supervise a staff.

MEDICAL QUALIFICATION STATEMENT

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

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UNITED STATES
OFFICE OF PERSONNEL MANAGEMENT

Handbook X-118

Qualification Standards for Positions Under the General Schedule

9/33

TRANSMITTAL SHEET NO. 175

March 1980

1. Removes from page 7, the Physical Requirement that weight must be in proportion to height for the Fire Protection and Prevention Series, GS–081.

2. Deletes standard for Nurse Anesthetist Series, GS–9/11, (8–67) GS–605.

3. The standard for the Nurse Series, GS–610, supersedes the Nurse Anesthetist, GS–605, issued in August 1967; the Nurse Series, GS–610, issued in December 1968; and Public Health Nurse, GS–615, dated December 1969. The series definition has been expanded to include all nursing functions and more nearly describe the nature of the occupation.

4. Deletes standard for Public Health Nurse Series, GS–5/15, (12–69), GS–615.

5. The standard for Language Specialist, GS–1040 is new and supersedes the qualification standard for the Translator Series, GS–1045, issued December 1959. The new standard provides qualification criteria for positions formerly classified to the Translator Series, GS–1045 and the Interpreter Series, GS–1047.

TABLE OF CHANGES

Remove	Issue date	Insert
GS–081, Fire Protection and Prevention Series, pages 7 and 8.	May 1979	GS–081, Fire Protection and Prevention Series, pages 7 and 8.
GS–605, Nurse Anesthetist Series, GS–9/11, pages 1 through 3.	August 1967	
GS–610, Nurse Series, GS–4, 5/15, pages 1 through 4.	December 1968	GS–610, Nurse Series, GS–4, 5/15, pages 1 through 5.
GS–615, Public Health Nurse Series, GS–5/15, pages 1 through 4.	December 1969	
GS–1045, Translator, 5/11, p. 1.	December 1959	GS–1040, Language Specialist, GS–5/15, pp. 1 through 4.

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expense, before further consideration will be given.

Skin: Any condition of the skin which interferes with function may disqualify.

Other Defects: Any serious deviation from sound physical condition will be grounds for rejection of an applicant regardless of whether or not the condition is named above. Remediable defects or curable diseases will not exclude a person from examination but proof that such defects have been remedied or the disease cured must be received during the life of the eligible register before persons otherwise qualified may be considered for appointment under civil service rules.

Immunizations: At time of appointment, appointees will be required to undergo tetanus immunization and such other immunizations as may be indicated.

C. *Fire Protection Inspector.*

(*See Part II, Physical Requirements, paragraph 13.*)

D. *Fire Protection Specialist, and Supervisory Fire Protection Specialist.*

(*See Part II, Physical Requirements, paragraph 3.*)

E. *Fire Communications Operator.*

(*See Part II, Physical Requirements, paragraph 3.*)

F. *Fire Chief.*

The duties of these positions require arduous physical exertion under rigorous and unusual conditions. Persons appointed will be subject to extreme physical danger and to irregular and protracted hours of work. Any structural or functional limitation or defect which tends to interfere materially with a high degree of physical activity will disqualify.

Vision: Distant vision, without glasses, must test at least 20/70 (Snellen), in one eye, and 20/100 (Snellen), in the other. Distant vision must be corrected to at least 20/30 (Snellen), in one eye, and 20/70 (Snellen), in the other. Near vision, glasses permitted, must be acute for reading without strain printed material the size of typewritten characters. Applicants must be able to distinguish basic colors. Acute or chronic eye disease will disqualify.

Nose, Mouth, Throat: Applicants must be free from conditions which interfere with distinct speech or with free breathing.

Lungs: The following conditions may be causes for rejection: Pulmonary tuberculosis with more than moderate involvement and arrested or healed for a period of less than one year; acute or chronic pleurisy; empyema; pneumothorax; acute or chronic bronchitis; asthma; bronchiectasis; or other irremediable conditions of lungs, pleura or mediastinum. All X-ray of the chest will be taken at the time of appointment at no expense to the applicant.

Heart and Blood Vessels: The following conditions may be causes for rejection: Organic heart disease; valvular diseases; murmurs which are not cardio-respiratory in origin; cardiac enlargement; angina pectoris; a pulse rate of 120 or over, or 50 or under when persistent in a recumbent position; significant cardiac arryhthmia and irregularity; arteriosclerosis beyond that normal for applicant's age; or hypertension greater than 160, systolic, or 90, diastolic, or less than 105, systolic, or 60, diastolic.

Abdomen: Presence or history of gastric or duodenal ulcer may be cause for suspension from the eligible register until medical evidence is obtained that the condition has been healed. Hernia, any variety except small umbilical, will be cause for suspension from the eligible register until medical evidence is obtained that the condition has been remedied.

Genitourinary: Urinalysis will be made at the time of appointment. The following conditions may disqualify: Acute or chronic genitourinary disease; diabetes; acute or chronic prostatitis; large or painful varicocele or hydrocele.

Nervous System: Applicants must possess emotional stability. A history of a serious mental disease may be disqualifying. The following conditions may also disqualify: Epilepsy; chronic alcoholism or drug addiction; paralysis or paresis; psychoneurosis, such as neurasthenia, muscular atrophies, or dystrophies; stuttering or stammering. If, in the opinion of the examining physician at the time of appointment,

there is any evidence of a nervous or mental disorder requiring special neuropsychiatric examination the applicant will be required to obtain an examination, at his own expense, before further consideration will be given.

Any serious deviation from sound physical condition will be grounds for rejection regardless of whether or not the condition is named above. Remediable defects or curable disease will not exclude a person from examination but proof that such defects have been remedied or the disease cured must be received before persons otherwise qualified may be considered for appointment under civil service rules.

A blood test for syphilis will be made at time of appointment.

Immunizations: At the time of appointment, appointees will be required to undergo tetanus immunization and such other immunizations as may be indicated.

NURSE SERIES[1]

For professional positions in the Nurse Series, GS–610–4/15.

Occupational Coverage: Nurse, Clinical Nurse, Community Health Nurse, Occupational Health Nurse, Operating Room Nurse, Psychiatric Nurse, Nurse Anesthetist, Nurse Consultant, Nurse Educator, Nurse Midwife, Nurse Practitioner, Nurse Specialist, Research Nurse.

DESCRIPTION OF WORK

Nurses apply a professional knowledge of nursing to advise on, administer, supervise, or perform direct or indirect care of patients in hospitals, clinics, health units, homes, schools, and communities; they administer anesthetic agents and supportive treatments to patients undergoing surgery or other medical procedures; promote better health practices; teach; perform research; act as nurse midwives or consult with and advise nurses who provide direct care to patients.

Professional nursing includes a wide variety of categories of work, many of which are highly specialized. For example:

Clinical Nurses provide direct nursing service in the assessment, planning, implementation and evaluation of patient care in hospitals, clinics or other patient care facilities. They frequently work in a specialized clinical area, e.g., surgical ward, ambulatory care, emergency room.

Community Health Nurses provide therapeutic services and coordinate patient and family health information and services to, between, or in homes, hospitals, clinics, schools and communities. They function as client advocates and promote the health maintenance activities of early detection and prevention.

Occupational Health Nurses provide nursing and health services to employees in relation to their occupations and working environments. This entails both the nursing care and treatment of injuries and illnesses of employees, and participation in preventive health programs, health education, and counseling aimed at prevention of disease and health maintenance, and environmental surveys.

Operating Room Nurses provide specialized nursing care to meet the needs of patients undergoing surgical procedures, providing for patient counseling and continuity of care. This involves responsibility for and supervision of the preparation of the operating room and necessary equipment, and for the scheduling of facilities and personnel.

Psychiatric Nurses provide direct nursing service to patients in psychiatric hospitals, psychiatric units in general medical and surgical hospitals, or mental health clinics. This work requires advanced knowledges, skills, and experience in counseling and guidance, and communicative skills which contribute to the redirection of behavior of patients or their families.

Nurse Anesthetists administer anesthetic agents and provide supportive treatment to patients undergoing surgery or other medical procedures.

Nurse Consultants provide consultative and advisory service with respect to one or more facets of the nursing field. They work independently, and the services cover a broad range of activities involving assessing, planning, implementing, coordinating and evaluating nursing programs both within and outside the employing agency.

Nurse Educators develop, provide and administer educational programs and activities for nurses. They teach courses, develop technical phases of educational programs, plan curriculum content and methods of teaching, and advise on the application of approved educational methods for individual schools and communities.

Nurse Midwives provide care for mothers and babies throughout an essentially normal maternity cycle within the framework of a medically directed health service, and are responsible for management, counseling and teaching.

[1] This standard cancels and supersedes the qualification standards for the Nurse Anesthetist Series, GS–605, issued in August 1967; Nurse Series, GS–610, issued in December 1968; and Public Health Nurse Series, GS–615, issued in December 1969.

Nurse Practitioners, through advanced competence in primary health care, provide direct, comprehensive nursing, preventive and therapeutic health services to individuals, families or groups. This includes assessing the health status of individuals, managing the care of selected patients, and providing treatment, health teaching, counseling, guidance, and instructions to individuals/families so that they participate in a plan of care.

Nurse Specialists have an advanced level of competence in the special field for which applying, e.g., medical-surgical, orthopedics, pediatrics, oncology, with experience in clinical practice that demonstrated ability to develop innovative techniques, practices and approaches for patient care.

Research Nurses perform, participate in and/or direct research activities toward development of new or expanded knowledge of the field of nursing or health systems which improve patient care and enhance the clinical practice of nursing.

BASIC REGISTRATION REQUIREMENTS FOR ALL NURSE POSITIONS

Applicants for nurse positions must have active, current registration as a professional nurse in a State, District of Columbia, the Commonwealth of Puerto Rico, or a Territory of the United States.

An applicant who has within the past 12 months, graduated from a school of professional nursing approved by a legally designated State approving agency at the time of graduation, may be appointed at the entrance grade level for which qualified pending attaining State registration as a professional nurse within 6 months after appointment. No person appointed pending registration may be retained beyond 6 months or promoted if registration has not been attained.

BASIC EDUCATIONAL REQUIREMENTS FOR ALL NURSE POSITIONS

Candidates for positions at all grades must meet one of the following requirements:

A. Graduation with a bachelor's or higher degree in nursing from a school of professional nursing, approved by the legally designated State accrediting agency at the time the program was completed by the candidate.

B. Graduation from a 3-year (at least 30 months) diploma program of professional nursing approved by the legally designated State accrediting agency at the time the program was completed by the candidate.

C. Graduation from an associate degree program or other program of at least 2 years, in a school of professional nursing approved by the legally designated State accrediting agency at the time the program was completed by the candidate.

D. Graduation from a school of professional nursing (including foreign schools), of at least 2 years in length other than one covered by A, B, or C above, provided that the professional nurse training and the nursing knowledge acquired therefrom are substantially comparable and equivalent to that of graduates of an approved school as described above. Comparability should be evaluated by a State Board of Nursing. Registration as defined above meets this requirement.

NOTE.—Successfully completed college level course work in nursing, the behavioral, physical or biological sciences related to nursing; nutrition; public health; and maternal and child health in excess of the minimum basic education requirement may be substituted for professional nursing experience at the rate of 1 academic year (i.e., 30 semester hours of undergraduate work) of appropriate education for 9 months of professional nursing experience in establishing eligibility for the GS–5 level. Tutorial or remedial work cannot be substituted.

BASIC EDUCATIONAL REQUIREMENTS FOR CERTAIN SPECIALIZED POSITIONS

In addition to meeting the basic requirements for all nurse positions:

Community Health Nurse.—Candidates for these positions at GS–5 and above must have

graduated from a baccalaureate or higher degree program in nursing approved by the legally designated State approving body.

Nurse Anesthetist.—Candidates for nurse anesthetist positions at GS–9 and above must have graduate from at least an 18 month course in a school of anesthesia for nurses accredited by the American Association of Nurse Anesthetists for the year of the applicant's graduation.

Nurse Midwife.—Candidates for nurse midwife positions must have completed an organized program of study and clinical experience recognized by the American College of Nurse Midwives.

ENTRY LEVEL CREDIT FOR MILITARY EXPERIENCE

Nurse experience gained while in the military as a military corpsman will be accepted for initial appointment at grade GS–4 to the extent that it is accepted by a State licensing body.

EDUCATION AND EXPERIENCE ABOVE THE ENTRY LEVELS

Candidates for grades GS–7 and above must have had either professional experience or graduate education (or an equivalent combination of both) in addition to meeting the basic educational requirements for all nurse positions. Such professional experience must have been in nursing. Such graduate education must have been in nursing with a concentration in a field of nursing (e.g., teaching, a clinical speciality, research, administration, etc.) or closely related non-nursing fields directly applicable to the requirements for the position to be filled.

This experience or education must have equipped the candidate with the knowledge and ability to perform fully the work of the position for which being considered.

1. *Experience*

The required amounts of professional experience are:

GS–610

	Associate degree program or diploma program of less than 30 months (years)	Diploma program of 30 months or more (years)	Baccalaureate degree program (years)
GS–4	0	0	0
GS–5	1	0	0
GS–7	2	1	1
GS–9	3	2	2
GS–11 and above	4	3	3

For positions at GS–5: graduates of an associate degree or diploma nursing program of less than 30 months' duration may have experience as a practical nurse or nursing assistant (either voluntary or paid) credited for grade GS–5 on a month-for-month basis to a maximum of 12 months. The practical nurse or nursing experience must have been:

(a) gained under the supervision of a professional nurse;
(b) equivalent to GS–4 or higher; and
(c) relevant to the position to be filled.

For grades GS–7 through 11 at least 6 months of the professional nursing experience must have been at the level of difficulty comparable to that of the next lower grade in the Federal service, or 1 year comparable to the second lower grade.

The applicant's total experience must give evidence of ability to perform the duties of the position. For specialized positions at GS–9 and above, 1 year of professional nursing experience must be sufficiently related to the specialty in both subject-matter and grade-level, to demonstrate the candidate's ability to perform the major duties of the position being filled.

Candidates for positions at GS–12 and above must have at least 1 year of experience at the next lower grade, and must demonstrate a record of accomplishment, professional competence, leadership, and recognition in the profession as in the planning, organizing, directing, and coordinating of nursing projects, or in well-established service as an expert and consultant.

2. *Education*

In addition to the basic requirements, the following amounts and levels of education are

qualifying for grades GS–7 and above, as shown:

Grade:	*Minimum amount or level of education in appropriate subject-matter fields*
GS–7	One full academic year of graduate education.
GS–9	Completion of all requirements for a master's or equivalent degree *or* Two full academic years of graduate education.
GS–11	Completion of all requirements for a doctoral degree (Ph. D. or equivalent) *or* Three full academic years of graduate education.

Currency of Knowledges and Skills

At all grade levels, greater credit may be given to applicants who have knowledges of and skills in current nursing practices.

Alternate Requirements

Superior academic achievement at the baccalaureate level is qualifying at grade GS–7. A combination of superior academic achievement at the baccalaureate level and 1 year of appropriate professional experience is qualifying at grade GS–9. In each case, the pertinent criteria in section III of Part II, Instructions to Users, of this handbook must be met.

3. *Combinations of Professional Experience and Graduate Education*

Equivalent combinations of professional experience and graduate education of the types described above are acceptable at each grade. Specialized areas of nursing (see Description of Work) may require particular specialized education and experience.

POSSIBLE SELECTIVE FACTORS

Many nursing positions GS–9 and above demand competence in a particular area, gained through specialized experience and/or training. Selective factors for these positions should be reflected in the knowledges, skills and abilities described in the position description.

Some examples of possible selective factors are:

Clinical nurse positions may require advanced knowledges and skills in a particular area such as orthopedics, cardiovascular diseases, intensive care etc.

Occupational health nurse positions located in an industrial environment may require a knowledge of the illnesses and injuries likely to be encountered in such settings, and the skill to identify subtle symptoms of such illnesses. This knowledge and skill may have been gained either through experience in such an environment, or through graduate education in occupational health or both.

Psychiatric nurse positions may require advanced experience or training in professional nursing principles and procedures as applied in a psychiatric setting. Advanced knowledge of personality development theories for evaluating behavior and reaction patterns of patients may also be required.

Nurse anesthetists may be required to have a professional nursing knowledge of the extensive pharmacological properties and physiological effects of anesthetic drugs found in complex surgery. This professional nursing knowledge may be demonstrated by certification by the American Association of Nurse Anesthetists or similar education and training.

Nurse practitioners may be required to have professional knowledge of community health nursing principles, practices, and processes, including physical and emotional assessment, establishment of health and nursing care goals, construction and implementation of care programs, and evaluation of the results which are gained in programs of study accredited by the American Nursing Association or comparable training and experience.

Nurse specialists may be required to have an advanced level of competency in ursing and quality assurance that includes a wide range of nursing theories, practices, procedures and techniques used in the care of hospital patients gained through extensive formal study or experience.

SUPERVISORY POSITIONS

For supervisory positions, see the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III of the handbook.

INTERVIEW

Applicants who meet the education, experience, and other requirements may be required to appear for an employment interview. The purpose of the interview is to observe and evaluate personal charactertisics and qualities which are essential to the successful performance of the duties of the position.

QUALIFICATION INQUIRIES

Reference inquiries, including contacts with candidate's teachers, supervisors, or other persons familiar with the candidate's qualifications may be made to obtain further information about the candidate's professional and personal qualifications for these positions.

BASIS FOR RATING

No written test is required. Applicants will be rated on the extent and quality of their education and experience. Such ratings will be based upon the applicant's statements in the application and upon any additional information that may be secured, including that secured by inquiries made to supervisors, schools and other references.

INSERVICE PLACEMENT ACTIONS

Specialized nursing requirements for positions GS–9 and above may be waived for lateral reassignment or promotion of employees, provided:

1. The candidate has had experience which has provided knowledge of the work of the position for which being considered; and
2. A review of the candidate's experience and performance indicates possession of the necessary skills and abilities and evidence of definite potential for successful performance of the work.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

LANGUAGE SPECIALIST SERIES*

Language Specialist, GS–5/15

Translator, GS–5/15

Interpreter, GS–5/15

DESCRIPTION OF WORK

Candidates appointed to these positions translate and/or interpret material from other languages into English or from English into the other languages. In addition, they perform such duties as: (a) reviewing translated material for accuracy; (b) literature researching of subject areas; (c) screening publications for material to translate; (d) writing memoranda of interpreting sessions; and (e) giving advice on the culture, political situation, or geography of other countries. Translations range in difficulty from those of uncomplicated, nontechnical material, such as simple correspondence, to highly complicated legal, scientific, or technical material such as reports, research papers, and agreements. Interpretations range in difficulty from uncomplicated material, such as passing on instructions to voters, to highly technical, scientific, and legal material, such as that encountered at political negotiations or military conferences.

LANGUAGE AND EXPERIENCE REQUIREMENTS

For Grade GS–5

Candidates must have at least the English and foreign language knowledge required to perform trainee translating assignments and/or to perform simple interpreting. A more detailed description of knowledges required for entry level positions can be found in the Language Specialist classification standard at the 750 point level under Factor 1, Knowledge Required by the Position.

Means of Demonstrating Required Knowledges, Skills, and Abilities

Knowledge of the foreign language and English may be demonstrated in any one of the following ways:

A. Three years of experience in translating, interpreting, or other work requiring the the use of English and the other language;

OR

B. Three years of a combination of work experience (that required English and the other language) and training at the Defense Language Institute, Foreign Service Institute, or comparable training;

OR

C. A full four-year course in an accredited English-speaking college or university with major study in the foreign language;

OR

D. A full four-year course in an accredited college or university with major study in translating or interpreting where English and the foreign language are prerequisites;

OR

E. A full four-year course in an accredited college or university in the other country with major study in English;

OR

F. Any time equivalent combination of education/experience listed below under I. English, *plus* any time equivalent combination of education/experience listed under II. Foreign Language. One full academic year in an accredited college or university is equivalent to nine months of work experience.

*This standard supersedes the standard for the Translator Series, issued under series code GS–031, December 1959, and recoded to GS–1045, January 1963.

PLUS

I. *English*

1. Three years of work experience requiring considerable use of English.
2. A full four-year course in an accredited college or university leading to a bachelor's degree in any subject where the instruction was primarily in English.
3. Experience in speaking English where English was the second language in the high school system of a non-English speaking country.

II. *Foreign Language*

1. Experience in speaking or writing in the language because it was the language (a) in which the applicant was educated (through the high school level), (b) of the household, or (c) in which the applicant was educated a long period of time, including service in the Armed Forces.
2. A full four-year course in an accredited college or university leading to a bachelor's degree in a country where the foreign language required for the position to be filled is the native language.

The following are *examples* of work which *may* have provided the required knowledges and skills:

a. Work as a translator in the required language(s);
b. Work as an interpreter in the required language(s);
c. Work as a librarian or information specialist where the foreign language was required to make abstracts, screen, index, and scan material;
d. Work as a writer or editor of material in the foreign language;
e. Work as a travel guide or travel tour leader where the foreign language was required;
f. Work in an organization, such as the Peace Corps, where bilingual ability (knowledge of English and of the foreign language) was required to perform the work;
g. Work in an international organization such as the World Bank or the United Nations, in a position requiring use of the foreign language;
h. Work in a business or other organization which required bilingual ability (knowledge of English and the foreign language);
i. Work as a professor, teacher, or instructor of high school or college level foreign language courses; and
j. Intelligence-type work that required the use of the foreign language.

For grade GS–7 and above

In addition to the requirements stated for GS–5, candidates must have experience in preparing written translations or in interpreting. This experience should have demonstrated:

a. Knowledge of the culture of the other country, including customs and history (as demonstrated by translations or interpretations that are idiomatic and that convey the correct tone and emotion);
b. Skill in performing literature research in subjects to be translated or interpreted;
c. Skill in writing clear, grammatically correct material, or skill in speaking clearly, concisely, and correctly;

AND, for some positions;

d. Skill in dealing tactfully and effectively with people at various political and social levels; and
e. Knowledge of the United States, its people, and governmental institutions.

SUBSTITUTION OF EDUCATION

Successful completion of one year of full-time graduate study in an accredited college or university at which English is the primary language with major study in the foreign language of the position to be filled meets all the requirements for GS–7.

Successful completion of one year of full-time graduate study in an accredited college or university at which English is the primary language, with major study in translating and interpreting in the foreign language meets all the requirements for GS–7.

Successful completion of all requirements for a master's, or equivalent degree, or two years of

full-time graduate study in an accredited college or university with major study in either the foreign language of the position to be filled, in translating, or in interpreting in the language meets all the requirements for GS–9.

Successful completion of all requirements for a doctoral or equivalent degree or three years of full-time graduate study in either the foreign language of the position to be filled, in translating, or interpreting in the language meets all the requirements for GS–11 provided the candidate possesses the essential knowledges, skills, and abilities to perform the work.

The superior academic achievement standard is not appropriate for these positions.

QUALITY OF EXPERIENCE

For grades through GS–11, at least six months of the required experience must have been at a level of difficulty comparable to that of the next lower grade level in the Federal service. For grades GS–12 and above, at least one year of the required experience must have been at a level of difficulty comparable to the next lower grade in the Federal service. For assistance in determining the level of difficulty of the applicant's relevant experience, refer to the position classification standard for the Language Specialist Series, GS–1040, or other related position classification standards.

GUIDE FOR EVALUATING CANDIDATES

For positions at the GS–5 grade level, experience in translating or interpreting should normally be ranked highest quality. For positions above the GS–5 grade level, experience in translating or interpreting in the same subject area as that of the position to be filled should normally be ranked highest quality. Experience in work which required reading, writing, or speaking the language, but that did not require translating or interpreting, should be ranked at lower levels or as nonqualifying, depending upon the extent or relatedness and the needs of the position to be filled. For language specialist positions, experience in both translating and interpreting should be ranked higher than experience in only one of these specializations.

Education, agency training, or other training which is directly related to the particular requirements of the positions to be filled, should be ranked higher than other qualifying education. For example, training in the language which involved the same subject areas as those of the position to be filled should be rated higher than coursework in a college or university in the basic language. Major study in translation or interpretation in the language should be rated higher than major study designed solely to learn the language.

FPM Supplement 335–1, Evaluation of Employees for Promotion and Internal Placement, describes methods for appraising candidates' qualifications and promotion potential.

SUPERVISORY POSITIONS

For supervisory positions, the qualification standard for Supervisory Positions in General Schedule Occupations in Part III of Handbook X–118 should be used in conjunction with this standard.

BASIS OF RATING

Applicants will be evaluated and rated on a scale of 100 based on the quality of their experience, education, or training relevant to the duties of the position. The evaluation will be based on information contained in the application and any additional information received by the examining office.

TESTING PROVISIONS

Agencies may test candidates for foreign language proficiency on a pass-fail basis prior to appointment. Agencies must document the connection between the level of proficiency required and the duties of the position to be filled. Material used to test candidates should be material selected from typical work related documents. The level of difficulty should be the same as in assignments normally performed at that grade. The same or equally difficult material should be presented to all applicants for

the same position or grade level. The evaluation of the translation or interpretation should be as objective as possible with the agency informing applicants of the specific aspects of the translation or interpretation to be evaluated.

SELECTIVE PLACEMENT

For many positons in this series, different program needs may require specialized background knowledges and skills. For example, some positions may require knowledge of a specific subject matter area such as aeronautics, oceanography, electronics, and space technology. In filling such positions, consideration will be limited to those candidates whose records show evidence of the required capabilities.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modifications or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

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UNITED STATES OF AMERICA
OFFICE OF PERSONNEL MANAGEMENT

9133

Handbook X–118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 176

April 1980

Transmits the following qualification standards material for inclusion in part II of this handbook.

1. Revises Page 5 of the Instruction to Users to amend the qualification requirements for GS–1 positions.

2. Revises page 9 of the Instructions to Users to clarify the provisions concerning the crediting of service and experience of preference eligibles and to remove the implication that such service is creditable only during periods of time veteran's preference is allowed.

3. Revises Appendix A of part II to remove Gamma Theta Epsilon and add Gamma Pi Epsilon and Pi Lambda Theta.

Transmits the following qualifications standards material for inclusion in Part III.

1. This issues the Multi-Group Standard for Administrative Positions covering Various Administrative, Program, and Management Positions, GS–5/15. It supersedes the standard for the General Clerical and Administrative Series, GS–301, dated May 1977, which covered Miscellaneous Administrative and Management Positions, GS–7/15. While the Multi-Group Standard is no longer identified by series code with the GS–300 occupational group, it is to be used as indicated for various administrative, program, and management positions of the two-grade interval type for which no other qualification standards exist, including those classified to the GS–301 series.

The content of the Multi-Group Standard parallels the GS–301 standard. The changes are basically editorial in nature and are made primarily to accommodate the recent revision to the coverage of the Miscellaneous Administration and Program Series, GS–301, which now covers only positions of the two-grade interval type. Other changes are made for the purpose of updating and clarifying existing material. Specific changes include:

a. clarification of types of positions for which the standard is not appropriate,

b. inclusion of the GS–5 grade level for coverage by the standard and addition of experience requirements for that grade level,
c. allowance for excess, specialized experience to be applied to general experience requirements,
d. requirement for education substituted for experience to be completed in an *accredited* college or university,
e. clarification of material concerning written tests,
f. clarification of the basis of rating, and
g. addition of coverage by the standard for other similar types of posi- responsive to the needs of the handicapped.

2. The qualification standards for the General Administrative, Clerical, and Office Services Group, GS–300, covering Clerk (various positions) GS–1/3, and Clerk GS–4/6 have been changed. These changes are editorial in nature and are made for the purpose of updating and clarifying material contained in the existing standards. The revised qualification standards are to be used for, among others, positions classified to the recently established Miscellaneous Clerk and Assistant Series, GS–303. Superseded are the standards in the General Administrative, Clerical, and Office Services Group covering Clerk (various positions) GS–1/3, dated April 1978 and covering Clerk GS–4/6 dated December 1975 and January 1978. Specific changes to these standards include:

1. Clerk (various positions) GS–1/3
   a. deletion of the General Clerical and Administrative Series, GS–301,
   b. inclusion of the Miscellaneous Clerk and Assistant Series, GS–303,
   c. correction of series number for Procurement Clerical Series from GS–1107 to GS–1106,
   d. deletion of the General Transportation Series, GS–2101,
   e. inclusion of the Transportation Clerk and Assistant Series, GS–2102,
   f. deletion of the Computer Aid & Technician Series, GS–335,
   g. addition of coverage by the standard for other similar types of positions in grades GS–1/3 for which no qualification standards exist.
   h. deletion of descriptive information concerning written tests and the requirement for higher scores for higher grades,
   i. deletion of material concerning minimum age requirements, and
   j. updating of the physical requirements provisions to make them more responsive to the needs of the handicapped.
2. Clerk/Assistant GS–4/6
   a. addition of "Assistant" title,
   b. provision for extending the pattern for experience requirements for one grade interval positions above GS–6, and
   c. updating of the physical requirements provisions to make them more responsive to the needs of the handicapped.

TABLE OF CHANGES

Remove	Issue Date	Insert
Part II, Instructions to Users, pages 5 and 6.	July 1978	Part II, Instructions to Users, pages 5 and 6.
Part II, Instructions to Users, pages 9 and 10.	July 1978	Part II, Instructions to Users, pages 9 and 10.
Part II, Appendix A.	July 1978	Part II, Appendix A.
Part II, Instructions to Users, pages 1 and 2.	July 1978	Part II, Instructions to Users, pages 1 and 2.
GS–300, Clerk (various positions) GS–1, 2, 3, pages 1–3.	April 1978	GS–300, Clerk (various positions) GS–1/3.
GS–300, Clerk GS–4/6, pages 1 and 2.	January 1978	GS–300, Clerk/Assistant GS–4/6.
GS–301, Miscellaneous Administrative and Management Positions GS–7/15, pages 1–3.	May 1977	GS–301, Explanatory Note.
		Multi-Group Standard for Administrative Positions, GS–5/15, covering Various Administrative, Program and Management Positions, GS–5/15, immediately following Subject Matter Positions Involving Equal Employment Opportunity Assignments.

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DETERMINING THE APPROPRIATE QUALIFICATION STANDARD

1. The specific qualification standard to be used in filling a position is usually easily determined as described in paragraphs 5, 6, and 7 below. In most cases, the standard for the series code number, class title, and grade of the classified position is clearly appropriate. However, as in all personnel management processes, care and judgment must be exercised to avoid errors which might result from a purely mechanical or routine application of these generally sound instructions.

2. "Mixed-series" positions, as well as unusual positions which do not clearly fall into one of the existing defined series, frequently require the exercise of judgment in determining the appropriate standards to use. If a position has been classified into a series specifically established to be used in classifying work characteristic of two or more individual series, e.g., the General Supply Series, GS-2001, because no single duty is grade controlling or paramount, there may or may not be an appropriate standard contained in part III of this handbook. Group standards (see paragraph 6 of this section) are described for some, but not all, of the occupational groups. The standards for positions with duties characteristic of two or more individual series that do appear in part III of this handbook may be found to be not appropriate for the position to be filled. In such cases, agencies should follow the instructions contained in paragraph 9 below.

3. The first indication that the normally applicable qualification standard may be the wrong one to use in filling a particular job usually arises when an individual who seems obviously fully capable of performing the job does not meet the required experience, training, or other requirements of the standard being applied. In such a case, there should be a prompt exploration of the possibility that the job being filled is incorrectly classified, in terms of the way in which appropriate management authority currently conceives of the job's duties and responsibilities. There is often more than one way to organize work in order to accomplish organizational objectives. Changes in the way work is to be done are frequently a reaction to the kind of people available in the labor market. A responsive personnel management program will find that problems arising in the application of qualification standards may be the direct result of a need for significant changes in job classification. These changes in job classification will, when made, clearly point to the need to apply a different and more appropriate qualification standard.

Example A: An incumbent has been in charge of the industrial production equipment branch for 6 years, occupying the position of Supervisory Equipment Specialist GS-1670-14. He has had a long and successful career, starting in the trades, advancing through production and equipment specialist channels to major supervisory responsibilities over such work. A reorganization has resulted in adding to the branch a new industrial engineering section established to carry out comprehensive engineering studies of plans and machines systems. This new section consists mainly of a few professional Industrial Engineers, headed by a GS-13 engineer. The branch chief position has been redescribed to reflect this new function and, because the new description provides that the branch chief will exercise full professional and technical engineering supervision over this new section, it has now been classified as Supervisory Industrial Engineer GS-896-14. The incumbent clearly does not possess full professional engineering competence either through education or experience.

In this example, management must choose how it intends the position to operate. If the position *is* to include full responsibility for making final professional engineering judgments, the position is correctly classified in the

cruiting and Examining and one regional office, the agency should submit its request to the Standards Development Center:

a. If positions are not covered by Group Standards in part III or by a Single-Agency Qualification Standard.
b. If there are no existing standards that set a pattern for the series.
c. If existing standards are not appropriate for the position.

→**10. Qualification Requirements Amendment for grade GS–1.**—The following qualification requirements are to be used for determining eligibility for all GS–1 positions in lieu of the requirements in the current qualification standards:

"For grade GS–1, no written test, experience or education is required. Candidates must be interested in, and willing to perform simple, routine _____ work (see NOTE), and show evidence of likelihood of success on the job."

(NOTE: For each occupation fill in the word that describes the type of work to be done.)

The above statement applies to all GS–1 positions and amends all qualification standards that currently require experience or a written test at grade GS–1. It also applies to GS–1 positions for which there are no published qualification standards.←

FLEXIBILITY IN STAFFING PROFESSIONAL POSITIONS

Most professional positions have educational requirements which must be satisfied by candidates for positions in that discipline. There are on occasion professionally competent candidates who are evidently well qualified to perform the work but whose education does not satisfy the specified requirements of the discipline of the position to be filled.

There are three basic approaches to this staffing problem which agencies may follow without prior approval of the Office of Personnel Management. Approaches 1 and 3 provide flexibility in the classification action to be taken. Approach 2, being a general amendment of educational requirements to provide flexibility, applies where appropriate not only to the other two types of cases, but to professional qualifications in general.

1. The position-classification approach.—It is sometimes feasible and appropriate to restructure the position so that it can be classified to a series that fits the qualifications of the candidate. Such situations occur most typically for research positions, the classification of which reflects in large measure the qualifications of the employee. (See Determining the Appropriate Qualification Standard, above.)

2. The qualifications examining approach.—The Office of Personnel Management has issued a general amendment of educational requirements for most professional positions in science and technology to be filled by persons who have demonstrated the ability to perform professional work of GS–12 or higher levels. It is an alternate provision of standards for application whenever warranted. The amendment modifies the basic educational requirements for positions in a discipline so that a panel of professionally qualified examiners may exercise professional knowledge and judgment in evaluating the qualifications of scientists and engineers whose completed education does not fully satisfy specified course requirements, but whose experience and education clearly demonstrate possession of the knowledges and abilities required for professional work in the occupation.

This amendment has been added to section III, part II of this handbook. The concepts presented as background observations preceding the amendment underlie not only the amendment but also the position-classification structure for professional positions.

3. The integrated position-classification and qualifications-examining approach for interdisciplinary positions.—Special procedures have been established for certain interdisciplinary professional positions which are classifiable in more than one series. The position descriptions for such positions are annotated as follows: "Interdisciplinary position classifiable in any one of the following classes:—"

Qualification standards for any one of the appropriate classes may be applied in evaluating the qualifications of candidates for interdisciplinary positions. In all cases, the appointee must meet the qualifications standard for the class of the position to which he is appointed. (Instructions concerning the classification of interdisciplinary positions and explanatory background material are contained in section II, paragraph J, of the Introductory Material to Position-Classification Standards, dated August 1963.)

MAXIMUM AGE LIMITS

There is no maximum age limit requirement for either competitive or non-competitive appointment to any position in the competitive service except as specifically authorized under one of the following:

(1) Section 3307 of Title 5, United States Code; or

(2) Section 15 of the Age Discrimination in Employment Act of 1967, as amended in 1974 by PL 93–259 (Section 633a of Title 29, U.S.C.), which authorizes OPM to establish a maximum age requirement but only after determining that age is an occupational qualification necessary to the performance of the duties of the position.

The above legal references can be found in FPM Supplement 990–1.

Where a maximum age requirement has been established and is in effect, this fact must be noted in the individual examination announcement.

MINIMUM AGE LIMITS

Minimum age limits for appointment to positions in the competitive service have been established

—to insure that the applicants have the maturity necessary for successful job performance; and

—to insure that Federal Government hiring practices are not in conflict with the general objective of encouraging students to complete their basic education.

INSTRUCTIONS TO USERS

These age limits apply to all positions in the competitive civil service except those specific positions for which a different minimum age limit has been established. In addition to the minimum age requirement, Federal, State, and local laws relating to the employment of minors, and the provisions of the Fair Labor Standards Act, must be observed.

General minimum age limits.—When no minimum age limit is included in either the qualification standard or the individual examination announcement, the minimum age is 18, except that for high school graduates the minimum age is 16. The minimum age is also 16 for persons who have not graduated from high school provided they have (1) completed a formal training program which has prepared them for gainful employment or (2) have been out of school for at least three months, not counting the summer vacation, and have received a certificate from school authorities agreeing to their employment or (3) have been awarded a GED High School Equivalency Certificate or a High School Proficiency Certificate by a state or territorial-level Board or Department of Education.

Vacation and part-time employment of secondary school students.—For the employment of secondary school students during vacation periods within the school year, the minimum age is 16. For the employment of such students during the summer school vacation period, refer to FPM Chapter 332, Appendix J.

For the employment of secondary school students on a part-time basis during the school year (including temporary limited, career, and career-conditional employment), the minimum age is 16 provided the following conditions are met:

(1) The work schedule for the student has been established through agreement with school authorities;

(2) The school authorities have certified that the student is capable of maintaining good standing in school while employed; and

(3) It is clearly understood that as a condition for continuing the part-time employment the student must remain enrolled in a secondary school.

Positions for which a minimum age other than that generally stated has been established.—OPM may, for a particular position, establish an age minimum other than that generally stated if OPM and the agency concerned agree that the age limit is job related and that the interests of sound administration so require. In addition, certain exceptions are authorized under Section 3307 of Title 5, U.S.C. When a different minimum age requirement from that generally stated has been established, the fact will be noted in the individual examination announcement, and may be reflected in the applicable qualification standard(s) in part III of this Handbook.

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Management Analyst GS–11. He has now completed 4 years of Management Analysis experience, 3 at GS–11 and 1 at GS–12. He shows a full journeyman knowledge of position classification principles and in addition has 1 year of GS–12 experience in an occupation which requires many of the same knowledges and abilities as are required in the job to be filled, such as the ability to analyze and comprehend work processes, including knowledge of sequence of work, work methods, and procedures. The overall knowledge which he has acquired of the organization, its functions, and subdivisions is a major requirement in the Supervisory Position Classifier position to be filled. He has clearly demonstrated his comprehension of management principles and the relationship of the position classification process to the overall management of the organization. In this situation, the applicant may be permitted to apply his experience as a Management Analyst GS–12 to meet the requirements of 1 year of specialized experience at the next lower grade for the GS–13 Supervisory Position Classifier job.

Example C: A candidate for promotion to Research Physicist GS–1310–13 shows the following background: A bachelor's degree with a major in physics, 5 years' professional experience, one of which was as a research physicist at the GS–11 level and 1 year as an analytical mathematician in private industry in a job comparable in level to GS–12 work on a special project.

In this case, the candidate shows that he possesses full professional competence in the field of physics. His year as an analytical mathematician at the GS–12 level utilized many of the skills, knowledges, and abilities needed by a GS–12 research physicist. In addition, work in the associated science can reasonably be assumed to have contributed to his professional competence. He is, therefore, eligible for reinstatement and assignment to the position of Research Physicist GS–13.

The following is an example of an action which may not be taken under the general amendment:

Example D: A candidate for promotion to Supervisory Accountant GS–510–12 shows the following background: Bachelor's degree with major in accounting, 1 year as Accountant GS–510–5, 1 year as Accountant GS–510–7, 1 year each as Management Analyst GS–343–7, 9, and 11. A review of his background does not show that he has attained full professional competence in accounting, and he is not qualified under the terms of the general amendment to be promoted to the GS–12 position.

EXPERIENCE IN THE ARMED FORCES

→Time spent in the United States Armed Forces may be counted for preference eligibles in whichever of the following ways (1 or 2 below) that is to the better advantage of the veteran:←

1. **Extension of civilian experience.**—The time spent in the United States Armed Forces may be counted as an extension of the work in which the veteran was engaged immediately prior to his entry into the armed forces. ("Immediately prior to" is defined as meaning within the 90-day period preceding entry into the armed or naval forces.)

   a. *Fill-in employment.*—There are many instances in which persons left employment in their regular occupations ostensibly in anticipation of immediate induction, call to active duty from reserve status, or commissioning in some branch of the armed forces; but for some reason they were not called as soon as anticipated and accepted "fill-in" employment, frequently of a different nature, until actually entering the service. In such cases, applicants are considered as having been employed in their regular occupations "immediately preceding" entry into the armed forces if the intervening period is not more than 90 days. In crediting time actually spent in the armed forces as an extension of time spent in occupations interrupted, service in the armed forces may be credited as an ex-

tension of the regular employment or of the interim or "fill-in" employment whichever will result in the more advantageous rating to the veteran.

b. *Part-time employment.*—In cases where the employment in an occupation interrupted by service in the armed forces was on a part-time basis only, the extension of that experience on the basis of such service is creditable only at the rate of which the experience was being acquired prior to interruption. For example, a person who was employed as an accountant or as a sheet metal worker for only 4 hours a day when "interruption" occurred may be given credit for the extension through his service experience only at the rate of 4 hours a day or half-time.

c. *Level of experience.*—Extended experience will be credited only at the level of difficulty and responsibility of the civilian position unless the service experience is qualifying in itself for the position for which the veteran is being considered.

2. **Evaluation on its own merits.**—Experience in the armed forces may be evaluated solely on its own merits with respect to the actual duties performed.

The decision as to whether such experience should be evaluated as continuation of previous civilian employment or on its own merits is resolved in favor of that which would result in a better rating being assigned to the veteran.

EVALUATING CONCURRENT EDUCATION AND EXPERIENCE

When qualifying education and experience have been gained concurrently, credit is given for each in accordance with the time actually spent in each.

NORMAL WORK YEAR

In positions where the normal work year is less than the calendar year (teaching is the best example) the prevailing year of qualifying experience is accepted as 1 year of required experience, unless the standard specifies otherwise. If a year of teaching experience is acceptable for 1 year of qualifying experience, no additional length will be credited if a teacher accepts summer employment and obtains two or three additional months of qualifying experience. If a standard provides that teaching experience through a school year is acceptable for but nine months of the required experience, an applicant who has three months of summer employment in which is acquired qualifying experience of the same or a different type may be credited with a calendar year of experience.

EVALUATION OF TECHNICIAN EXPERIENCE FOR PROFESSIONAL POSITIONS

Generally, qualification standards for professional positions in grades GS–7 and above include a basic requirement of education leading to a bachelor's degree, or equivalent education and experience, and an additional requirement of appropriate professional experience. The additional requirement of professional experience is normally met by graduate education or performance of professional work subsequent to an individual having met the basic requirement for the entrance level. (In certain situations, nonprofessional experience, e.g., as a Student Trainee, may be substituted for the GS–7 requirements but not for the GS–9 professional experience requirements.)

Questions arise about the application of the professional experience requirement in the case of an employee who has served as a technician at grade GS–7 or above and who, after a period of service in such a capacity, meets the basic requirement for entrance into the profession (i.e., meets the requirement for the GS–5 level).

Special inservice placement provisions. In inservice placement actions only, technician experience may be accepted as equivalent to the professional experience required for the same grade, when all of the following four conditions are met:

1. The employee meets the basic qualification requirement of four years or more of education and/or experience specified for all

APPENDIX A TO PART II

COLLEGE HONOR SOCIETIES ACCEPTABLE UNDER THE SUPERIOR ACADEMIC ACHIEVEMENT STANDARD

Listed below are all college honor societies in which membership is qualifying for grade GS–7 eligibility under the provisions of the superior academic achievement standard, (Section III). All honor societies—except freshman societies—which meet the minimum requirements of the Association of College Honor Societies are acceptable under this provision of the superior academic achievement standard, and all organizations listed meet the association's requirements. Therefore, the list below includes all honor societies—except freshman societies—listed in *Baird's Manual of American College Fraternities* and the *Association of College Honor Societies: Booklet of Information* published by the Council of the Association of College Honor Societies.

The following list may be subject to revision in accordance with changes in the membership requirements of college societies as indicated in subsequent editions of *Baird's Manual* or of the *Booklet of Information.*

Alpha Chi
Alpha Epsilon
Alpha Epsilon Delta
Alpha Kappa Delta
Alpha Kappa Mu
Alpha Omega Alpha
Alpha Pi Mu
Alpha Sigma Mu
Alpha Sigma Nu
Beta Gamma Sigma
Beta Kappa Chi
Beta Phi Mu
Chi Epsilon
Delta Epsilon Sigma
Delta Mu Delta
Delta Phi Delta
Delta Sigma Rho-Tau Kappa Alpha
Eta Kappa Nu
→ Gamma Pi Epsilon ←
Gamma Sigma Delta
Gamma Theta Upsilon
Iota Sigma Pi
Kappa Delta Pi
Kappa Gamma Pi
Kappa Mu Epsilon
Kappa Omicron Phi
Kappa Tau Alpha
Lambda Iota Tau
Mortar Board
National Collegiate Players
Omega Chi Epsilon
Omicron Delta Epsilon
Omicron Delta Kappa
Omicron Kappa Upsilon
Omicron Nu
Order of the Coif
Phi Alpha Theta
Phi Beta Kappa
Phi Kappa Phi
Phi Sigma
Phi Sigma Iota
Phi Sigma Tau
Pi Delta Phi
Pi Gamma Mu
Pi Kappa Lambda
→ Pi Lambda Theta ←
Pi Mu Epsilon
Pi Omega Pi
Pi Sigma Alpha
Pi Tau Sigma
Psi Chi
Rho Chi
Sigma Delta Pi
Sigma Gamma Epsilon
Sigma Gamma Tau
Sigma Pi Sigma
Sigma Tau
Sigma Tau Delta
Sigma Theta Tau
Sigma Xi
Tau Beta Pi
Tau Sigma Delta
Xi Sigma Pi

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Clerk (various positions) GS-1/3

Positions covered by this standard:

A. Clerical positions, GS-1/3, in the following series for which the entrance level is usually GS-3 or below:

Personnel Clerical and Assistance Series	GS-203
Military Personnel Clerical and Technician Series	GS-204
Miscellaneous. Clerk and Assistant Series	GS-303
Information Receptionist Series	GS-304
Mail and File Series	GS-305
Correspondence Clerk Series	GS-309
Printing Clerical Series	GS-351
Communications Clerical Series	GS-394
General Accounting Clerical and Administrative Series	GS-501
Cash Processing Series	GS-530
Voucher Examining Series	GS-540
Fiscal Auditing (GAO) Series	GS-541
Payroll Series	GS-544
Military Pay Series	GS-545
Benefit Payment-Roll Series	GS-547
Time and Leave Series	GS-590
Medical Clerk Series	GS-679
Legal Instruments Examining Series	GS-963
Claims Clerical Series	GS-998
Editorial Assistance Series	GS-1087
Procurement Clerical Series	GS-1106
Property Disposal Clerk and Technician Series	GS-1107
Library Technician Series	GS-1411
Archives Technician Series	GS-1421
Statistical Assistant Series	GS-1531
Supply Clerical and Technician Series	GS-2005
Transportation. Clerk and Assistant Series	GS-2102
Shipment Clerical Series	GS-2134

B. Clerical positions, GS-1/3, in the following series for which the entrance level is occasionally as low as GS-3:

(The GS-3 positions in these series are generally trainee in nature, although some may represent a more limited assignment than is typical of the occupation as a whole. While most recruiting for these occupations is done at grades GS-4 and above, this standard is considered appropriate for filling such few positions as exist at GS-3.)

Intelligence Aid and Clerk Series	GS-134
Accounting Technician Series	GS-525
Legal Clerical and Administrative Series	GS-986
Freight Rate Series	GS-2131
Travel Series	GS-2132

C. Other similar types of positions in grades GS-13 for which no qualification standards exist.

Description of work

Clerical positions involve the orderly processing of the papers and performance of the routine work supporting an office or organization. Within a framework of procedures, regulations, precedents, and instructions, clerks process and maintain the records and written materials which represent the transactions or business of the office or organization served. Among the basic duties which may be performed are, for example: (1) maintaining records; (2) receiving, screening, reviewing, and verifying documents; (3) searching for and compiling information and data; (4) providing a central source of information on the activities of the organization orally or by correspondence; (5) preparing and/or verifying the validity of documents with which the organization is concerned; etc.

Requirements

A. *General background:*

In order to be considered for appointment and to enter on duty the applicant's overall background, work history, personal characteristics, work habits, and general behavior and reputation in his/her community, school, and previous employment must be of such nature as to provide positive evidence that he/she can and will perform clerical or office type work in a successful and productive manner in an office type of environment. If the information in the application, or information which otherwise comes

to the attention of the OPM, raises any reasonable doubt that the applicant can and will perform in this manner, he/she may be required to produce additional satisfactory evidence that he/she does possess the abilities and qualities which will assure competent performance.

Grade GS–1

For grade GS–1, no written test, experience, training, or education is required. Candidates must be interested in and willing to perform simple, routine, clerical work, and show evidence of likelihood of success on the job.

B. *Experience:*

GS–2.—Six months of general experience; or graduation from a full 4-year or senior high school or possession of a General Educational Development High School Equivalency Certificate (GED).

GS–3.—One year of general experience; or 1 academic year of business or secretarial school, junior college, or college which is in addition to graduation from high school.

Definition of terms used above

1. *General experience:* Progressively responsible clerical or office work of *any kind* in which the applicant has demonstrated the ability to perform satisfactorily at the grade level of the position.

2. *One year of business or secretarial school:* Thirty-six weeks of successfully completed full-time study is creditable as 1 academic year. "Full-time study" normally will involve 20 clock hours of classroom instruction per week.

Written tests

Applicants for positions at grades GS–2 and GS–3 are required to pass written tests.

For some positions, only applicants who receive suitably high scores on parts of the test specifically pertinent to the particular kind of work to be done will be considered.

For inservice placement action the written test is not required. If a test is used, it may not be used on a pass/fail basis. For information on when and how a test may be used in evalulating eligible employees, see FPM Supplement 335–1.

Basis of rating

For GS–1: An evaluation of the applicant's willingness to do simple and repetitive clerical work, dependability, and the ability to perform work safely.

For GS–2 and GS–3: The score on the written test *and* an evaluation of the extent and quality of experience, education, and training.

Applicable standards for clerical positions also requiring skill in typing or stenography

Some positions requiring typing or stenographic skill as high as that required under the competitive standard for typing or stenographic work, are so constituted that other work skills or abilities, rather than typing or stenographic skills, form the paramount qualification requirements for the positions. Positions so constituted are classified in the series appropriate for the *paramount* requirement and are identified by the parenthetical addition of the words "typing" or "stenography" to the titles otherwise prescribed for those series. In actions involving such positions, the qualification standards established for the series in which the positions are classified, rather than the clerk-typist or clerk-stenographer standards, are to be used. An appropriate means should be used to assure that applicants possess sufficient skill in typing or stenography to perform the duties of such positions (i.e., a performance test, certificate of proficiency, or some method of certification acceptable to the Office of Personnel Management).

Requirements for clerical positions involving public contacts

Some clerical positions (e.g., information receptionists) which involve substantial contact with others, require a clear speaking voice, tact, courtesy, and capacity for effective public contacts. In filling such positions competitively and noncompetitively, appointing officers should assure themselves by reference checks, personal interviews, or other appropriate means

that applicants possess these qualities to the degree necessary for satisfactory performance of the duties of such positions.

Physical requirements

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Clerk/Assistant, GS-4/6

This standard applies to all clerk and assistant positions, GS-4 through GS-6, in the GS-300 Group, except those for which specific standards exist.

Experience and training requirements

Applicants must have had general and specialized experience of the type described below, in the amounts indicated for each grade.

Grade	General experience (years)	Specialized experience (years)	Total (years)
GS-4	1	1	2
GS-5	1	2	3
GS-6	1	2½	3½

The pattern established by this table may be extended to apply to one grade interval positions above GS-6 covered by this standard. (See Part II, X-118, Instructions to Users, Section I.)

General experience is progressively responsible general office clerical experience which has demonstrated the ability to perform clerical duties satisfactorily at the grade level of the position.

Specialized experience is progressively responsible experience in the field in which the duties of the position are to be performed. Experience in related fields is acceptable as specialized experience for grade GS-4 positions, and for a maximum of 6 months of the required specialized experience for grades GS-5 and GS-6.

The term "related fields" as used in the definition of specialized experience is intended to apply to types of experience in the general area in which the duties of the position are to be performed.

Supervisory positions

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook in conjunction with this standard.

Quality of experience: Applicants for positions at GS-4, 5, and 6 must show either 6 months of experience at a level of difficulty comparable to the next lower grade or 1 year at a level comparable to the second lower grade in the Federal service, of which at least 6 months have been specialized experience. The applicant's total experience must give evidence of the ability to perform the duties of the position at the grade for which an eligible rating is assigned.

Substitution

For a maximum of 3 years of the required experience (1 year of general plus 2 years of specialized experience) study successfully completed in a resident school or institution may be substituted as follows:

General experience only:

1. Study completed in a college, university, or junior college, above the high school level may be substituted on the basis of *one-half academic year* of study for *6 months* of experience.

2. Study completed in a business or secretarial school or other comparable institution above the high school level may be substituted on the basis of *one-half academic year* of study for *6 months* of experience provided such subjects as business English, office machines, filing and indexing, office practices, business mathematics, bookkeeping or accounting were studied. No credit will be allowed for training which has been obtained only or primarily in the basic skills of shorthand or typing or refresher courses.

3. Excess specialized experience may be substituted for general experience on a year-for-year basis.

Specialized experience:

1. For the first year of specialized experience, study successfully completed in a resident school above the high school level may be substituted at the rate of *one-half academic year* of study for *6 months* of specialized experience provided such study included a minimum of 6 semester hours, or the equivalent, per year in subjects closely related to the specialized field. Ex-

amples of such subjects for some of the specialized fields are:

Mail and File—Business Administration
Correspondence—English Composition, Journalism

2. For the second year of specialized experience, study of the quality described in paragraph 1 above may be substituted at the rate of *one academic year* of study for *6 months* of specialized experience. Therefore, a full 4-year course of this type of study may be substituted for a maximum of 3 years of the required experience (1 year of general plus 2 years of specialized experience) and is fully qualifying for grade GS–5.

3. No substitution may be made for the required supervisory experience or for 6 months of the specialized experience required for grade GS–6.

Note A

"School above the high school level" means an educational institution (e.g., a business or secretarial school or college, a junior college, or a college or university) for which high school graduation or the equivalent is prerequisite.

"Full-time study" in the case of business or secretarial schools is the equivalent of at least 20 classroom hours of instruction per week plus necessary outside study. Part-time study is prorated on this basis also, but is creditable only in amounts equivalent to one-half academic year or multiples thereof.

"An academic year" consists of approximately 36 weeks of full-time study, or 30 semester hours, or the equivalent.

WRITTEN TEST

A written test is required for appointments from the competitive register and from outside the register at grade GS–4. For inservice placement action the written test is not required. If a test is used, it may not be used on a pass/fail basis. For information on when and how a test may be used in evaluating eligible employees, see FPM Supplement 335–1.

BASIS OF RATING

Candidates for GS–4 positions will be rated on the basis of their test scores. Candidates for positions at grades GS–5/6 will be rated on the basis of an evaluation of their experience and training.

GENERAL NOTE AS TO APPLICABLE STANDARDS FOR CLERICAL POSITIONS INVOLVING PUBLIC CONTACTS

Some clerical positions (e.g., information receptionists) which involve substantial contact with others, require a clear speaking voice, tact, courtesy, and capacity for effective public contacts. In filling such positions competitively and noncompetitively, appointing officers should assure themselves by reference checks, personal interviews, or other appropriate means that applicants possess these qualities to the degree necessary for satisfactory performance of the duties of such positions.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

GENERAL CLERICAL AND ADMINISTRATIVE SERIES

GS–301

(Cancels and supersedes Miscellaneous Administrative and Management Positions GS–7/15, issued May 1977 (TS–162)).

EXPLANATORY NOTE

See the Multi-Group Standard for Administrative Positions covering Various Administrative, Program, and Management Positions, GS–5/15, which is filed in Part III of Handbook X–118 immediately following Subject-Matter Positions Involving Equal Employment Opportunity Assignments.

The Multi-Group Standard for Administrative Positions, GS–5/15, supersedes the standard for the General Clerical and Administrative Series, GS–301, covering Miscellaneous Administrative and Management Positions, GS–7/15. The Multi-Group Standard is to be used for positions formerly covered by the GS–301 standard.

MULTI-GROUP STANDARD FOR ADMINISTRATIVE POSITIONS, GS–5/15

Various Administrative, Program and Management Positions GS–5/15

DESCRIPTION OF WORK

This standard applies to administrative, program, and managerial positions for which no specific qualification standard exists. These positions typically require knowledge of (*a*) the basic processes of administration, (*b*) the principles and standard practices of management, and (*c*) the techniques of organization, direction, coordination, and control. Most of the positions covered by this standard require knowledge of a particular kind of program, such as loans, research, regulation, investigation, or other similar programs. Some positions also require knowledge of a particular function of administration, such as policy review and appraisal, resource planning, operations control, or other similar functions, in relation to the purposes and objectives of the organization served.

This standard is *not* appropriate for:

(1) Professional positions; these positions are covered by qualification standards for occupations such as accountant, engineer, operations research analyst, economist, etc.

(2) Positions in occupations for which qualification standards exist, such as the Personnel Management and Industrial Relations Group, the Management Analysis Series, the Contract and Procurement Series, etc.

(3) Positions with responsibility for providing or obtaining a variety of management services for an organization (covered by the qualification standard for the Administrative Officer Series, GS–341).

EXPERIENCE REQUIREMENTS

Except for the substitution of education provided for below, candidates must have had the amount and kind of experience indicated in the following table and described below:

Grade level	General experience (years)	Specialized experience (years)	Total experience (years)
GS–5	3	0	3
GS–7	3	1	4
GS–9	3	2	5
GS–11 and above	3	3	6

General experience

***General experience* is any kind of experience which provided a good basic or general knowledge of the principles of organization, management, and administration. Excess specialized experience may be applied to general experience requirements.**

Specialized experience

Specialized experience is operating administrative, program, or managerial experience in a type of work or a combination of functions directly related to the position to be filled, or in comparable work or functions. This experience must have been sufficiently responsible to show clearly the candidate's ability to perform the duties of the position at the grade for which he/she is being considered.

SUBSTITUTION OF EDUCATION FOR EXPERIENCE

1. *For general experience.*—**For a maximum of 3 years of general experience, study successfully completed in an accredited college or university may be substituted at the rate of 1 year of education for 9 months of experience.**

2. *For specialized experience.*—Graduate education [1] that has equipped the candidates with the knowledges and abilities to perform fully the work of the position being filled may be substituted for specialized experience as described below.

***For 1 year of specialized experience.*—One full academic year of graduate education in public administration, business administra-**

NOTE: This standard should be filed in Part III of Handbook X–118 immediately following Subject-Matter Positions Involving Equal Employment Opportunity Assignments.

[1] Graduate education is accepted at the rate of one full academic year for one year of specialized experience.

tion, or other fields directly related to the position to be filled. (This amount and kind of education meets all the requirements for grade GS–7.)

For 2 years of specialized experience.—Grade GS–9 positions are typically independent working positions rather than trainee positions. Therefore, it is important that candidates be prepared to work with the kind of independence and responsibility expected of employees at that grade. For many such positions graduate education alone will not provide such preparation. However, for some positions, especially those primarily involving research, development, or analytical work, or participation in management training programs, graduate education may be qualifying. The substance of the graduate coursework should be directly related to the job being filled, e.g., a master's degree in public administration or business administration would be appropriate for a management training position. (Two full years of appropriate graduate education or a master's degree in an appropriate field meets all requirements for grade GS–9.)

3. The Superior Academic Achievement Standard in section III of part II, Instructions to Users, of this handbook, is applicable at grade GS–7.

SUPERVISORY POSITIONS

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III of this Handbook, in conjunction with criteria contained in this standard.

QUALITY OF EXPERIENCE

Except for candidates who qualify on the basis of substituting education for experience, for eligibility at grades at or below GS–11, candidates must have had at least 6 months of qualifying experience comparable in difficulty and responsibility to that of the next lower grade, or 1 year comparable to the second lower grade, in the Federal service. For grades GS–12 and above, at least 1 year of the required experience must have been at a level of difficulty and responsibility comparable to that of the next lower grade level in the Federal service. For any grade, the required amount of experience and education will not in itself be accepted as proof of qualification for a position. The candidate's record of experience and education must show that he/she has the knowledges, skills and abilities needed to perform the duties of the position for which he/she is being considered. The experience must show that the candidate has demonstrated the ability to deal satisfactorily with others as appropriate.

WRITTEN TEST

Applicants for competitive appointment to some positions* at grades GS–5 and GS–7 must pass an appropriate written test. For in-service placement actions, the test is *NOT* required and therefore, may *NOT* be used on a pass-fail basis. In addition, the test may *NOT* be used in evaluating or ranking eligible employees unless the test is approved for this purpose by the Office of Personnel Management.

BASIS OF RATING

Candidates for positions at grades GS–5 and GS–7 for which a written test is applicable will be rated on the basis of their scores on the written test and on an evaluation of the nature and quality of their experience, education and training. Candidates for positions at GS–5 and GS–7 for which a written test is not applicable will be rated on a scale of 100 on the basis of an evaluation of the nature and quality of their experience, education and training. To be creditable this experience, education and training must have provided a general knowledge of the field of work for which the candidate is being considered, and have demonstrated the candidate's ability to enter and progress in this field.

*This applies to positions which meet the criteria in FPM Chapter 332, Appendix F.

Candidates for positions above grade GS–7 will be rated on a scale of 100 on the basis of an evaluation of the nature and quality of their experience, education, and training in relation to the duties of the position involved.

GUIDES FOR EVALUATING EXPERIENCE, EDUCATION, AND TRAINING

In general, in determining the grade level for which a candidate is qualified on the basis of experience, education, and training, the following elements should be considered:

(1) Pertinence of experience and training to the type of position for which he/she is being considered;

(2) Extent and complexity of the work, type of organization, and level of operation with which the candidate is concerned; and

(3) At the lower grade levels, demonstrated interest in administrative work and capacity for growth and development.

In addition, for positions at the higher levels, the evaluation should take into account the extent to which the candidate was responsible for:

(1) Developing and recommending policy, or for interpreting and applying overall policy;

(2) Organizing and carrying out specific programs; and

(3) Evaluating and recommending significant changes in organizational structures and methods of operation.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

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Handbook X-118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 177

April 1980

1. Revises paragraph 2 under Substitution of Education for Experience to clarify the academic study provisions, GS–189.

2. Dental Assistant Series, GS–681. Adds paragraph to include minimum experience requirements for dental assistant positions at GS–3. This paragraph was inadvertently omitted from the standard originally issued on transmittal number 172.

3. Transmits material for inclusion in the following:

Part III—The revised qualification standard for the Veterinary Medical Science Series, GS–701.

TABLE OF CHANGES

Remove	Issue date	Insert
GS–189, Recreation Aid and Assistant Series, pages 3 and 4.	September 1979	GS–189, Recreation Aid and Assistant Series, pages 3 and 4.
GS–681, Dental Assistant Series, pages 1 and 2	December 1979	GS–681, Dental Assistant Series, pages 1 and 2.
GS–701, Veterinary Medical Science Series, GS–9/15, pages 1 through 3. Part III.	July 1968	GS–701, Veterinary Medical Science Series, GS–9/15, pages 1 through 4.

experience will not in itself be acceptable as final proof of qualification for a given grade level. The applicant's record must show that this experience has provided the ability to perform the work at the level of the position to be filled.

Evidence of ability to work effectively with others

The quality of experience involving contacts with others is not always readily apparent. While the extent to which an applicant meets a requirement such as having a clear speaking voice, may be determined during personal interviews, other requirements such as tact, courtesy, and a capacity for working effectively with others, are not so easily determined. In filling positions which stress the importance of the ability to work effectively with others, officials should assure themselves by reference checks, personal interviews, or other appropriate means that applicants possess these qualities to the degree required for satisfactory performance of the work.

SUBSTITUTION OF EDUCATION FOR EXPERIENCE

1. The successful completion of a full senior high school curriculum or possession of a General Educational Development High School Equivalency Certificate (GED) may be substituted for the entire 6 months of general experience required at the GS–2 level or for 6 months of the total required general experience at GS–3 level and above.

2. Study completed in an institution above the high school level is evaluated as evidence of ability in terms of its relatedness to the knowledges, skills, and abilities (KSA's) described in this standard. Specifically:

a. Successfully completed study in an accredited college or university may be substituted for general experience on the basis of 1 academic year of study (30 semester hours) for 1 year (12 months) of general experience.

b. Successfully completed study (additional to the above) may be substituted for the appropriate recreation experience required for GS–4 on the basis of 1 academic year year of study (30 semester hours) for 1 year (12 months) of experience, provided that academic study has averaged at least 6 semester hours per year in individual courses in or related to recreation subjects (e.g., any of the undergraduate courses listed in the GS–188 qualification standard, which includes, for example, basic psychology and group dynamics as well as specific recreation subjects; arts and crafts courses; or courses specific to a major in physical education).

c. Successfully completed 4-year program in an accredited college or university with major study in one or more of the appropriate fields of recreation (see GS–188 qualification standard for examples of major study) may be substituted in full for GS–5 experience requirements. (Note: Most initial entry situations are expected to occur at or below the GS–4 level. However, this substitution might have practical application in the event that a GS–5 entry recruitment situation occurs.)

d. Special training for recreation support work, acquired through manpower development programs or through staff training programs, will be allowed appropriate credit based on the extent and applicability of the training to the level of the position to be filled. Where applicable, credit will be given on the basis of 1 month of special training for 1 month of experience.

BASIS OF RATING

Competitors for all positions will be rated on a scale of 100. No written test is required.

For positions at the GS–1 level the basis of rating will be an evaluation of the applicant's willingness to do simple and repetitive recreation aid work, dependability, and ability to work safely.

Applicants for GS–2 and above will be rated on the quality and extent of their experience, education and/or training, and personal characteristics as they relate to the duties of the position. Such ratings will be based on the applicant's statements in the application and upon additional information acquired through qualifications inquiries.

QUALITY RANKING FACTORS

In evaluating the training and experience of applicants for positions at GS–3 level and above, successfully completed academic study, training, and/or work experience which are specifically applicable to the recreation specialty area involved or to recreation programs in general may be the basis for ranking such applicants above those possessing no experience or only general experience, or those possessing less specifically applicable recreation education, training, and/or experience. (For example, (1) experience in a State or national park would be most useful in an outdoor activities specialty area; (2) experience in youth clubs or an elementary school is applicable to the needs of a youth activities program; (3) experience in an adult recreation program of a hotel or resort is applicable to community activities relating to adult recreation; and (4) physical education courses dealing with organized team sports are applicable to military, urban, or institutional adult sports programs and to athletic segments of youth activities programs.) The more general types of recreation training and/or experience (i.e., those less directly applicable to one or more of the several recreation program specialty areas) may serve as quality ranking factors in rating applicants against those applicants with only general training and/or experience.

QUALIFICATIONS INQUIRIES

Inquiries, including contacts with the applicant's present and former supervisors and associates, may be made to corroborate the applicant's statements or to obtain further information concerning the applicant's personal qualifications, character, and suitability for these positions. These inquiries will be conducted by means of personal contacts or by qualifications questionnaires.

SELECTIVE PLACEMENT

For some positions, recreation aids or assistants may be required to have some familiarity with the particular recreational activities involved or with the activities and procedures employed with special populations, such as the aged or the very young. For such positions consideration may be limited to those who have had experience in the appropriate work at a qualifying level of difficulty.

SUPERVISORY POSITIONS

For supervisory positions in this series, apply the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III, Handbook X–118, in conjunction with this standard.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to safely and efficiently perform the essential functions of the position. Usable vision, hearing, and speech are required. However, in most cases, a specific physical condition or impairment other than complete loss of vision, hearing, or speech will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may include, but is not limited to: job modification, provision of assistive devices, and/or job restructuring.

DENTAL ASSISTANT SERIES[1]

Dental Aid, GS–1
Dental Assistant, GS–2/5
Dental Assistant (Expanded Function), GS–5/6

DESCRIPTION OF WORK

Dental Assistants provide assistance to the dentist by receiving and preparing patients for dental treatment, preparing materials and equipment for use by the dentist, assisting dentist at chairside or bedside in the treatment of patients, taking dental radiographs, and maintaining records related to appointments, examinations, treatment and supplies. Dental Assistants may work in general dentistry or in a specialized field of dentistry such as prosthodontics or oral surgery.

Dental Assistants (Expanded Function) are primarily concerned with the performance of reversible intra-oral procedures, such as placing and finishing restorations in teeth prepared by dentist. Dental Assistants (Expanded Function) also perform chairside assistance and other services typically provided by dental assistants.

For more information on the work of this occupation see the position classification standard for the Dental Assistant Series, GS–681, dated September 1977.

MINIMUM QUALIFYING EXPERIENCE

For positions at GS–1, no written test, experience, training, or education is required. Candidates must be willing to perform simple dental aid work and show ability to follow specific instructions. Evidence of this ability may be obtained from personal references, interviews, etc.

For positions at GS–2, six months of experience is required which has provided a knowledge of simple clinic maintenance procedures such as clearing work areas of used materials; replacing soiled linens; storing medical and dental supplies; and filing records in alphabetic or numeric order. Such experience may have been gained in a clinic, hospital or scientific laboratory environment.

For positions at GS–3, one year of experience is required which has provided all of the following knowledges:

—knowledge of clinical routines and procedures such as receiving, routing, and scheduling patients, ordering supplies, requesting medical or dental laboratory work;
—knowledge of the use, care and storage of dental, medical, or laboratory instruments, materials and equipment;
—knowledge of sterilization techniques sufficient to sterilize dental instruments and materials; and
—knowledge of dental or medical terminology to maintain records related to patients, supplies and recurring medical or dental activities.

Such experience may have been gained in a clinic, hospital or scientific laboratory, or on active military duty which was directly related to patient care, practical nursing experience, or other experience which has provided a knowledge of the terminology, problems, etc., in a medical or dental treatment situation.

For positions at GS–4 and above, candidates must have had 1 year of qualifying experience at the next lower grade in the General Schedule or equivalent experience outside the General Schedule. Qualifying experience at this level is experience in dental assistance to general or specialized dentistry, dental assistant (expanded function) work or any combination of these appropriate to the position being filled.

SUPERVISORY POSITIONS

For supervisory positions, the qualification standard for "Supervisory Positions in General Schedule Occupations," in part III of Handbook X–118 should be used in conjunction with this standard.

SUBSTITUTIONS OF EDUCATION AND TRAINING FOR EXPERIENCE

1. For positions at GS–2, completion of a full four-year high school curriculum or high school equivalency is qualifying.

[1] This standard has been approved by the Administrator of Veterans Affairs for use within the Veterans Administration under the provisions of section 4105, title 38, U.S.C.

2. For positions at GS–3, the following education and training may be substituted for experience requirements:

—successful completion of a one-year dental assistant program or completion of one year of a dental hygiene program accredited by the American Dental Association's Commission on Accreditation is fully qualifying;

—successful completion of practical nurse training approved by the appropriate State or District of Columbia accrediting body is qualifying;

—completion of education and training other than that outlined above, which is directly related to the routines, procedures, and terminology used in a medical or dental treatment situation may be substituted on a month-for-month basis for the experience requirements. Examples of this training may include, but are not limited to, the U.S. Armed Forces, manpower development, or inservice training programs.

3. For positions at GS–4, the following may be substituted:

—successful completion of a two-year dental assistant program or completion of a two-year dental hygiene program accredited by the American Dental Association's Commission on Accreditation is fully qualifying;

—other training and education which is directly applicable to the performance of dental assistant work may be substituted on a month-for-month basis for the experience requirements. Examples of this training include, the U.S. Armed Forces, manpower development, or inservice training programs.

4. Special Requirements for Dental Assistant (Expanded Function) positions, GS–5 and above.

Candidates for Dental Assistant (Expanded Function) positions must have completed one year of acceptable coursework, preceptorship, or other formal training and/or work assignments specifically designed to equip the candidate with the knowledges and skills required to perform intra-oral procedures involved in the position to be filled, including:

—knowledge of the methods and techniques used in dentistry to perform intra-oral procedures;

—knowledge of the characteristics of a variety of materials and instruments used in performing intra-oral procedures; and

—ability to recognize common dental disorders and conditions such as caries, formations of plaque and calculus, and inflammation of gums.

Examples of acceptable training are:

—courses in a dental hygiene or dental assistant program accredited by the American Dental Association's Commission on Accreditation which are directly related to intra-oral procedures (also referred to as expanded functions) to be performed in the position to be filled;

—U.S. Army's Dental Therapy Assistant Training Program;

—continuing education courses in expanded functions for dental assistants offered by the Indian Health Service of Department of Health, Education, and Welfare;

—other training comparable to the above in private or governmental hospitals, clinics or schools which include formal classroom instruction and clinical training in the knowledges and skills required to perform intra-oral procedures in the position to be filled.

Training may be credited on a month-for-month basis for the experience requirements. Dental Assistant (Expanded Function) positions at GS–6 require one year experience comparable to that of GS–5 level Dental Assistant (Expanded Function). The total experience, education and training must have prepared candidate to fully perform the duties of the position.

A written test is required at grade GS–2 and is not to be waived for appointment outside the register, unless authorized by the Office of Personnel Management.

VETERINARY MEDICAL SCIENCE SERIES*

Veterinary Medical Officer GS-9/15

DESCRIPTION OF WORK

Veterinary medical officers apply professional competence in the veterinary medical arts and sciences in programs that are established to protect and improve the health, products, and environment of or for the Nation's livestock, poultry, or other species for the benefit of human, as well as animal, well-being. They apply current, advanced, or specialized veterinary medical principles and practices of gross and microscopic anatomy; general, special, and post mortem pathology; microbiology and immunology; pharmacology and therapeutics; comparative physiology; toxicology; epidemiology; surgery; medicine; hygiene; reproduction; or other specialties of the profession to a variety of programs. They investigate, inspect, and deal with problems such as animal diseases, animal pollution, contamination of food of animal origin, health and safety of imported animals and animal products, safety and efficacy of many animal, as well as human, drugs and biological products, and cooperative enforcement activities involving both the public and private sectors.

MINIMUM EDUCATION REQUIREMENTS

Candidates must show successful completion of a full course of study in the profession for the degree of Doctor of Veterinary Medicine or equivalent at an approved veterinary medical school. These requirements also may be satisfied when candidates submit positive evidence of possession of equivalent qualification through recognition, certification, or approval by one of the following qualifying organizations in the United States:

—A department of higher education of one of the fifty States.

—An approved veterinary medical school (i.e., by acceptance of completed D.V.M. or equivalent degree work for advanced degree work).

—A Board of Veterinary Medical Examiners of one of the fifty States.

—The Educational Commission on Foreign Veterinary Graduates, American Veterinary Medical Association.

—The Special Advisory Committee, U.S. National Board of Veterinary Medical Examiners.

—The Council on Education, American Veterinary Medical Association.

Graduates of a foreign veterinary medical school must furnish proof of (a) graduation, (b) comprehension and ability to communicate in the English language as may be required, and (c) having passed the written examination in veterinary medicine as administered by either the Educational Commission on Foreign Veterinary Graduates, American Veterinary Medical Association or the Special Advisory Committee, U.S. National Board of Veterinary Medical Examiners. Proof of English language proficiency may be met by passing the indicated written examination or earning an advanced degree (i.e., an MS or Ph. D.) in the profession at an acceptable U.S. college or university, or graduating from a U.S. or Canadian English-speaking high school. Exceptions to these requirements are as follows:

—Certificates held by veterinarians who qualified between 1965 and 1972, under the program of the Educational Commission for Foreign Veterinary Graduates will be honored.

—Veterinarians who are graduates of foreign veterinary colleges which were included on the September 1, 1963 list entitled, "Foreign Veterinary Colleges Evaluated by the Council on Education, American Veterinary Medical Association," and who entered the United States or Canada and qualified as eligible for private practice or Federal employment on or before December 31, 1972, will be accepted.

*This standard supersedes the standard for this series which was issued in July 1968, and Amendment 1 to Announcement 907 issued January 2, 1973.

EXPERIENCE REQUIREMENTS

In addition to the minimum education requirements described above, the experience specified below is required for eligibility at the indicated grade:

GS–9: No experience required.

GS–11: 1 year of progressively responsible, professional veterinary experience is required, e.g., shows demonstrated ability to perform independently veterinary medical duties or shows demonstrated aptitude or ability to perform research. GS–5 and GS–7 predoctoral student trainee experience may be credited up to a maximum of 6 months towards the 1 year experience requirement.

GS–12: 2 years of progressively responsible, professional veterinary experience are required, e.g., shows a thorough knowledge of the field of veterinary medicine applicable to the position for which the candidate is being considered, demonstrated ability to perform difficult professional work requiring judgment and initiative, and demonstrated skill in developing and maintaining effective working relations with individuals and groups; or shows demonstrated ability to perform research in the appropriate medical field.

For GS–13, 14, and 15: 3 years of progressively responsible, professional veterinary experience are required, e.g., shows demonstrated ability to perform, plan, or manage complex veterinary medical work applicable to the position for which the candidate is being considered; or shows demonstrated specialized ability to perform research in the appropriate veterinary medical field.

NOTE: For GS–12 positions and above, at least 1 year of the required experience must have been at the level of difficulty and responsibility comparable to the next lower grade level in the Federal service. For any grade level, the specified length of experience unless supported by demonstrated quality, type, and scope of activities will not in itself be accepted as proof of qualification for a position.

SUBSTITUTION FOR EXPERIENCE

Successful completion of graduate study, in addition to the D.V.M. degree, in an accredited college or university, in a field of veterinary or related science (e.g., microbiology, parasitology, pathology, immunology, or other specialty) may be substituted for required experience as follows:

1. All requirements for a master's degree may be substituted for the 1 year of experience required for eligibility at GS–11.
2. For research positions only, all requirements for the Ph. D. degree, including the dissertation, may be substituted for the 2 years of experience required for eligibility at GS–12.

SUPERIOR ACADEMIC ABILITY

Persons demonstrating superior academic ability may be rated eligible for GS–11 if, in the judgment of the appropriate faculty member(s), all requirements completed within the last 2 years for the D.V.M. from an accredited college or university would place them in the upper quarter of the graduating class. "Superior Academic Ability" is defined as that demonstrated by a student on the basis of a total evaluation to graduate in the upper quarter of the graduating class.

SUPERVISORY OR ADMINISTRATIVE ABILITY

For supervisory or administrative positions in field operations or programs, candidates must show demonstrated ability to cooperate and deal successfully and satisfactorily with professional and technical workers, managers of private industrial activities, farmers, ranchers, and officials; and to supervise, administer, or manage the particular type of activity or program. For Supervisory Veterinary Medical Officer posi-

tions use the qualification standard for Supervisory Positions in General Schedule Occupations in part III of this handbook in combination with this standard.

SELECTIVE PLACEMENT

For positions, in research, laboratory work, or a specialty field candidates will be considered who meet specific requirements such as specialized training or experience in the specialty or in a particular scientific area, e.g., microbiology, parasitology, or other science.

APPLICANT RATING

Applicants will be rated on a scale of 100 with the individual's rating to be determined by an evaluation of the total experience, education, and personal qualification statements contained in the application and any additional information or evidence received. A WRITTEN TEST IS NOT REQUIRED.

MOTOR VEHICLE OPERATOR'S PERMIT

In the event the duties of positions include the operation of a motor vehicle such as an automobile, light truck, or comparable equipment, the applicant will be required to possess a valid driver's permit for the State or territory of residence or employment at the time of appointment or within 30 days.

GUIDE FOR EVALUATION OF CANDIDATES

Candidates for positions at GS–9 and GS–11:
This group of candidates is evaluated:

—largely on undergraduate and veterinary academic record and, when appropriate, employment experience for the currency of basic knowledge of veterinary medicine;
—additional courses in biology, chemistry, or closely related fields taken either in veterinary school or during preveterinary training;
—grades relative to class standing; and
—the ability to apply theoretical knowledge, work with and gain cooperation of individuals and groups with conflicting interests, and write clear and accurate reports.

Candidates for positions at GS–12 and above:

This group of candidates is evaluated for:

—graduate training beyond the D.V.M. degree and to professional experience, using the same factors of evaluating undergraduate and veterinary academic record; and
—membership in, and medical presentations before, professional organizations, medical reports in technical publications, participation in seminars and study groups, or other related activities in light of the contribution to the advancement of veterinary medical science, rather than quantitative factors; and
—certification by any specialty board established by the American Veterinary Medical Association which should be accepted as *prima facie* evidence attesting to the candidate's qualification and as a positive indicator of the candidate's total quality of education, training, and experience to perform the work in the specialty. The American Veterinary Medical Association has established at this time a number of specialty boards to test and pass on a doctor's qualifications in various specialized fields of interest, and to certify the candidate's ability to perform professionally in the specialty. Those established include:

American Board of Veterinary Practitioners
American Board of Veterinary Toxicology
American College of Laboratory Animal Medicine
American College of Theriogenologists
American College of Veterinary Anesthesiologists
American College of Veterinary Internal Medicine
American College of Veterinary Microbiologists
American College of Veterinary Ophthalmologists

American College of Veterinary Pathologists
American College of Veterinary Preventive Medicine
American College of Veterinary Radiology
American College of Veterinary Surgeons

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

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UNITED STATES

OFFICE OF PERSONNEL MANAGEMENT

Handbook X-118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 178

June 1980

Transmits the following qualification standards for inclusion in Part III.

1. Deletes material in the standard for the Personnel Management and Industrial Relations Group, GS–200, concerning an obsolete requirement to request names of candidates for personnel officer and assistant personnel officer positions at GS–13 and above from the Office of Personnel Management.

2. The following changes have been made to correct printing errors: page 4, column 1, paragraph 1 with the heading, "For all positions at grade GS–7", line 5, after the word "filled" the phrase "for which" has been deleted; and (2) page 6, column 1, paragraph 1 under the heading "Reassignment of employees from other fields", line 6, after the word "analysis" the comma has been deleted.

TABLE OF CHANGES

Remove	Issue Date	Insert
GS–200, Personnel Management Industrial Relations Group, pages 3 thru 8.	August 1978	GS–200, Personnel Management Industrial Relations Group, pages 3 thru 8.

Additional specialized experience requirements for all positions

1. *Amount of specialized experience required*

Grade	*Years*
GS-5	0
GS-7	1
GS-9	2
GS-11/15	3

Excess specialized experience may be substituted for general experience.

2. *Acceptable types of specialized experience*

A. *For Personnel Officer GS-201-11/15:*

(1) Experience as a personnel or industrial relations officer which has included responsibilities of the type described in part I of this standard. This experience may have been gained in the Federal Government, in State or local government, in private industry, in employee organizations or in the academic community. This experience may have been gained in highly responsible labor relations work with unions or employers, *provided* it involved consultation and negotiation on major issues of personnel policy at high organizational levels. *Or*

(2) Experience in any of the environments indicated above as a personnel specialist in any one, or any combination of the functional specializations of personnel work (i.e., staffing, position classification, employee relations, labor relations, wage administration, or employee development),[1] *provided* the experience clearly demonstrates:

(*a*) That the candidate understands the relationship of the specialization to the total personnel management process, and

(*b*) The candidate's ability to integrate his or her activities with associated personnel management functions.

B. *For Personnel Management Specialist GS-201-7/15:*

(1) Experience in substantive personnel management work of a type or in a combination of functions appropriate to the position to be filled; or

(2) Experience in substantive personnel management work in the *predominant* functional specialization of the position to be filled, *provided* the candidate's total background and experience gives evidence of—

(a) Understanding the relationship of work in that specialization to the other functional areas embraced in the position; and

(b) Ability to master the work of the other functional specialization involved in no more than six months.

C. For Personnel Staffing Specialist GS-212-7/15; Position Classification Specialist GS-221-7/15; Salary and Wage Administration Specialist GS-223-7/15; Employee Relations Specialist GS-230-7/15; Labor Relations Specialist GS-233-7/15; Employee Development Specialist GS-235-7/15:

(1) Experience in the specialized kind of work as described in part I of this standard; or

(2) Experience in a combination of the kind of work covered by the series involved and other substantive personnel management specialist work, *provided:*

(a) It can be clearly established that the candidate's total experience in the functional specialization of the position to be filled was at least one year, and

(b) At least 6 months of the experience in the functional specialization of the position to be filled was at a level of difficulty comparable to the next lower grade or the second lower grade.

[1] Refer to appropriate series definition and/or classification standard for specific description of work of specializations.

Substituting education for specialized experience

1. *For all positions at grade GS–7:* Completion of one year of graduate study which equipped the candidate with the knowledge and ability to perform fully the work of the position to be filled will satisfy the experience and education requirements for GS–7 positions.

2. *For positions at grades GS–9 and above:* For most positions at the GS–9 level and above, the knowledges and abilities required are not readily attainable through graduate study or legal education alone. However, under certain conditions, graduate study or a law degree may be accepted as meeting the experience requirements as follows:

a. *Graduate study* may be substituted for experience as shown below when:

(a) The position to be filled involves highly specialized program planning and development work which requires a broad and intensive knowledge of personnel systems and techniques; and

(b) The graduate level course work is directly relevant to personnel work.

In situations which meet these conditions, graduate study is qualifying on the following basis:

GS–9: Completion of all requirements for a master's or an equivalent degree, or two full academic years of graduate education,[1] which is in personnel management, industrial relations or directly related fields such as public administration, political science, business administration, psychology, labor relations, education. (This amount and kind of education meets all the requirements for grade GS–9.)

GS–11: Completion of all requirements for a doctoral degree (Ph. D. or equivalent), or three full academic years of graduate education,[1] which is in the fields listed under GS–9, above. (This amount and kind of education meets all the requirements for grade GS–11.)

b. *Legal education* may be substituted for experience as shown below when:

(1) The position to be filled involves the interpretation and application of highly specialized statutory and regulatory requirements and precedents in the personnel management field; and

(2) The legal course work is directly relevant to the work of the position to be filled.

In situations that meet these conditions, legal education is qualifying on the following basis:

For GS–9: Completion of at least six years of legal and prelegal education which meets all the requirements for an LL.B. or J.D. degree. (This amount and kind of education meets all the requirements for grade GS–9.)

Alternate requirements at GS–7

1. All of the experience and education requirements for grade GS–7 will be considered to be met by candidates who qualify on the Professional and Administrative Career Examination for GS–7.

2. The Superior Academic Achievement Standard in section III of part II of this handbook is applicable at grade GS–7.

Supervisory positions

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook in conjunction with this standard.

Level of experience

Except for those who qualify solely on the basis of education, candidates for positions at grades GS–11 and below must have had at

[1] Part-time graduate education is credited on the basis of the number of hours determined by the school attended to be equivalent to a year of full-time graduate study. On that basis, part-time graduate education equal to one year of full-time study would be accepted for one year of specialized experience.

least six months of experience at a level equivalent to the next lower grade in the Federal service, or one year equivalent to the second lower grade. Candidates for grades GS–12 and above must have had at least one year of experience equivalent to the next lower grade.

PERSONAL ATTRIBUTES AND CHARACTERISTICS

Mere possession of the kinds and amounts of experience or education described above is not sufficient evidence of capacity to do the work required in this field. The total information available on each candidate must also show possession of the basic personal attributes and characteristics essential for successful performance in positions covered by this standard. Examples of these personal characteristics appear in part V of this standard on the suggested Qualifications Analysis and Appraisal Form for Personnel Positions and for Personnel Staffing Specialist Positions.

TEST REQUIREMENTS AND BASIS OF RATING

1. *For positions at grades GS–5 and GS–7:* A written test is required for competitive appointment. Rating will be based on the written test score combined with an evaluation of the education and experience record. For in-service placement actions in grades GS–5 and 7, a passing score is not required, but the test may be used, in combination with other evaluation methods, as one element in ranking employees for reassignment, promotion, transfer, reinstatement, or other internal placement into occupations covered by this standard (See *FPM Chapter 335, Promotion and Internal Placement.* The written test may not be waived for appointments outside the register.

2. *For positions at grades GS–9 and above:* No written test is required. Candidates will be rated on the basis of the quality and extent of their total experience, education, and training. Ratings will be based on statements in the application form and any additional evidence received.

INTERVIEW REQUIREMENTS

Candidates may, at the option of the agency, be required to appear for a preemployment interview to evaluate skill in personal relationships for public contact aspects of personnel work.

SELECTIVE PLACEMENT

Positions in the personnel field vary in functions, organizational settings, and operational conditions. Agencies are encouraged to utilize selective placement of candidates to assure an optimum match between the capabilities of candidates and the exact requirements of positions to be filled. Requests for registers based on selective placement needs should include a copy of the current position description, and data, if available, derived from any qualifications analysis of the type suggested in part V of this standard.

PHYSICAL REQUIREMENTS

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

PART III: SPECIAL PROVISIONS FOR ENTRY AND ADVANCEMENT

IN-SERVICE ENTRY TO PERSONNEL OCCUPATIONS

Positions covered by this standard may be filled without regard to the experience or education requirements of part II of this standard by in-service lateral reassignment of employees at grade levels *and* under conditions specified below.

Reassignment across personnel specialization lines

Employees may be reassigned across personnel specialization lines at grades GS–7 through GS–12, *provided:*

1. The actual qualification requirements of the position have been determined by means of a job analysis of the type described in part V of this standard;
2. The employee's total background demonstrates a good understanding of the general principles of personnel management, including those relating to the specialization involved; and
3. The employee rates high on almost all of the job elements identified as essential to top quality performance *except* the elements pertaining to knowledge of the particular personnel specialization. [In terms of the job analysis system described in part V of this standard, a high rating means rating "completely true" on almost all triple-checked items except those dealing with knowledge of the particular specialization.]

This provision permits reassignment of employees from Personnel Assistant, GS-203, to other personnel specializations.

Reassignment of employees from other fields

Employees with managerial experience in a substantive program, or nonclerical experience in related management fields (e.g., management analysis, budget analysis, financial management, equal employment opportunity, work force analysis and planning, administrative services) may be reassigned to positions covered by this standard at grades GS–7 through GS–11, *provided:*

1. The actual qualification requirements of the position have been determined by means of a job analysis of the type described in part V of this standard;
2. The employee's total background demonstrates a good understanding of the relationship of general management practice to the personnel management process; and
3. The employee rates high on almost all of the job elements identified as essential to top quality performance *except* the elements pertaining to knowledge of the particular personnel specialization.

Employees reassigned under this provision must serve at least 1 year in the specialization at the grade level at which reassigned before promotion within the specialization. If the reassignment is made in conjunction with a formal training plan, the required length of service may be reduced to 6 months.

Other reassignments

Employees may be reassigned from other fields or at grade levels above those specified above if the reassignment is made under an executive development agreement as provided in the Federal Personnel Manual, Chapter 412, Subchapter 2.

APPOINTMENTS, REASSIGNMENTS, AND PROMOTIONS TO POSITIONS AT GRADE GS–12 OR ABOVE

Basic concepts

The following special provisions govern appointments and reassignments at grade GS–12 and advancements from grade GS–11 to GS–12. They are designed to insure broad and balanced appraisal of each candidate in terms of:

1. Demonstrated capacity to relate the personnel management process to overall management concerns, and

2. Future growth potential.

One major distinguishing characteristic of personnel officer and personnel specialist positions at grade GS–12 and above is the requirement for depth of understanding and breadth of perspective regarding practical management problems. It is extremely important that employees selected to fill these positions have demonstrated ability:

1. To comprehend management goals and objectives;
2. To understand employee aspirations and goals;
3. To relate sound personnel management practice to the achievement of both management and employee goals; and
4. To employ good personnel practice in making a positive contribution to the overall problem-solving process of management.

Further, many GS–12 level positions are, in effect, the first major "stepping stone" to executive level personnel officer or specialist positions. Therefore, it is also vital to the ultimate objective of staffing executive level personnel positions with persons of optimum capability that careful consideration be given to the further "growth potential" of employees selected for appointment or advancement to the GS–12 level.

The decision to be made in filling positions at grade GS–12 and above is crucial to the careers of individuals considered as well as vital for the agency. Therefore, the decision should reflect the combined judgment of several knowledgeable observers.

Requirements

In the appraisal of candidates for GS–12 positions, the following requirements must be met:

1. The kinds of knowledges, skills and abilities required, and the degree to which they are important to quality performance must be determined and recorded. Part V of this standard provides a suggested job analysis system for developing and recording this type of information.
2. At least three persons must evaluate the capabilities of each candidate in relation to the requirements of the position to be filled and management positions in the career ladder. They must record their appraisals for consideration by the selecting official. Agencies may determine which persons will be asked to evaluate candidates, except that the selecting official should not be one of the raters. The following are recommended as possible raters for each candidate:

a. *For personnel officer positions:*
   (1) The personnel officer at the next higher organizational echelon.
   (2) The immediate supervisor of each candidate.
   (3) The immediate supervisor of the position to be filled.
   (4) A non-personnel management official (e.g., budget officer, financial manager, or line management official) whose organizational position and working relationship with a candidate enable him or her to provide a meaningful appraisal of the candidate's knowledge of and responsiveness to overall management problems.

b. *For personnel specialist positions:*
   (1) The personnel officer.
   (2) The immediate supervisor of each candidate.
   (3) The immediate supervisor of the position to be filled.
   (4) A non-personnel management official (e.g., budget officer, financial manager, or line management official) whose organizational position and working relationship with a candidate enable him or her to provide a meaningful appraisal of the candidate's knowledge of and responsiveness to overall management problems.

EVALUATING CANDIDATES FOR PERSONNEL OFFICER AND ASSISTANT PERSONNEL OFFICER POSITIONS AT GRADE GS–13 AND ABOVE

The procedures described below apply to the search for and evaluation of candidates for personnel officer and assistant personnel officer positions at grades GS–13 and above. [These procedures may also be followed in filling all personnel positions at key levels.]

Area of consideration

The importance of these positions warrants the consideration of candidates both within *and* outside the organizational entity in which a vacancy exists.

Use of evaluation panels

Evaluation panels shall be utilized to make a qualitative appraisal of the strengths and weaknesses of all qualified candidates to determine their relative grouping (e.g., "highly qualified," "fully qualified," or "qualified") for selection consideration. Information regarding the appointment and use of such panels is contained in FPM Supplement 335–1, Evaluation of Employees for Promotion and Internal Placement. Panels are required to record the basis for determining which individual candidates are included in the "highly qualified" group.

Qualifications investigations

Qualifications investigations shall be conducted on individuals in the "highly qualified" group. This requirement may be waived in the case of individuals for whom the selecting official has available information equivalent to that normally acquired in the course of a qualifications investigation.

PART IV: GUIDE FOR EVALUATION OF CANDIDATES

TECHNIQUES FOR APPRAISAL OF CANDIDATES

A number of appraisal devices can provide useful information for the evaluation and quality ranking of candidates in relation to the specific requirements of positions to be filled. Among these are:

1. Review of the candidate's work experience;
2. Review of information in the candidate's personnel records (e.g., commendations, awards, disciplinary actions, etc.);
3. Appraisal of samples of the candidate's work products;
4. Written qualifications appraisals;
5. Qualifications investigations;
6. Interviews.

Most of these devices are more efficient at measuring certain characteristics than they are at measuring others. Further, some characteristics may be measured usefully by more than one type of appraisal device. Thus, it is usually desirable to use a variety of techniques in the evaluation process. These techniques, and their appropriate application, are discussed in some detail in FPM Supplement 335–1, Evaluation of Employees for Promotion and Internal Placement.

QUALIFICATIONS INVESTIGATIONS

The evaluation of candidates for personnel officer or other key level positions may present particular problems arising from the fact that not all candidates are equally well known to the selecting officials. In order to insure that there is equivalent information available concerning all candidates, the use of qualifications investigations is desirable for all positions at the GS–13 level and above and is required for personnel officer and assistant personnel officer selections as specified in part III of this standard. These investigations involve personal interviews by a skilled investigator with persons likely to give pertinent testimony about the skills, knowledges, abilities and potential of the candidate, as demonstrated through prior work performance.

Qualifications investigations offer the important advantage that they develop information

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UNITED STATES
OFFICE OF PERSONNEL MANAGEMENT

Handbook X–118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 179

July 1980

Transmits the following qualification standards material for inclusion in Part III:

1. The standard for the Messenger Series, GS–302, is revised and supersedes the qualification standard for that series issued in April 1960. Revisions are editorial and are made to update the format of and the material contained in the existing standard. Specific changes include:

   a. deletion of requirements for supervisory positions which were superseded by the Qualification Standard for Supervisory Positions in General Schedule Occupations,
   b. deletion of written test requirement for positions at grade GS–1,
   c. revision of physical requirements to make them more responsive to the handicapped.

2. Supersedes the qualification standard for the Range Conservation Series, GS–454, issued in December 1968.

TABLE OF CHANGES

Remove	Issue date	Insert
Messenger Series, GS–302	April 1960	Messenger Series, GS–302
GS–454, Range Conservation Series, pages 1 through 6	December 1968	GS–454, Range Conservation Series, pages 1 through 8

Messenger, GS–1/3
Messenger (Motor Vehicle Operator), GS–1/3

Appointment is restricted to persons entitled to veterans preference as long as such persons are available.

Description of work

Messenger work involves the receipt, individual-route sorting, collection or pick-up, and delivery of mail and a variety of other papers, documents, and administrative material processed in a mail unit or messenger room. Messenger positions may also include the performance, as required, of miscellaneous tasks such as operating simple duplicating equipment in an office situation; light manual work such as lifting and emptying mail sacks, moving office machines and equipment, etc.; simple office duties such as checking outgoing material for complete address, noting changes on messenger route, filing alphabetically, date stamping material, etc.; and/or the operation of automotive equipment to facilitate the performance of messenger work.

Requirements

For grade GS–1, no written test, experience, training, or education is required. Candidates must be interested in, and willing to perform, routine messenger work, and to show likelihood of success on the job.

Experience which meets the requirements as shown below for grades GS–2 and GS–3 must have been in messenger or general clerical work.

Grade:	*Total years*
GS–1	None
GS–2	½
GS–3	1

Substitution

The successful completion of a full 4-year senior high school curriculum may be substituted for 6 months of the required experience.

Written test

For grade GS–1, no written test is required.

All candidates for competitive appointment at grades GS–2 and GS–3 are required to pass the appropriate written test.

For inservice placement action the written test is not required. If a test is used, it may not be used on a pass/fail basis. For information on when and how a test may be used in evaluating eligible employees, see FPM Supplement 335–1.

Basis of rating

For GS–1: An evaluation of the candidates' interest in and willingness to perform routine and repetitive messenger work, dependability, and the ability to perform work safely.

For GS–2 and 3: The score on the written test and an evaluation of the extent and quality of experience and education.

Supervisory positions

Apply the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III, Handbook X–118, in conjunction with this standard.

Requirements for motor vehicle operation

For those positions requiring the operation of Government-owned automotive vehicles, applicants must either hold or obtain within 30 days of employment, appropriate state and U.S. Government motor vehicle operators' permits.

Physical requirements

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

All positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

Range Conservationist, GS–5/15
Range Scientist, GS–5/15

DESCRIPTION OF WORK

Range Conservationists perform professional work concerned with inventorying, analyzing, improving, protecting, utilizing, and managing the natural resources of rangelands and related grazing lands; regulating grazing on public rangelands; developing cooperative relationships with range users and other groups; assisting private and Indian landowners to plan and apply range conservation programs on the rangelands under their control; and developing technical standards and specifications for range conservation and management.

Range Scientists carry out basic and applied research to discover principles underlying range conservation activities and to develop new or improved practices, techniques, or equipment for range conservation work.

BASIC REQUIREMENTS FOR ALL GRADES

1. Candidates for Range Conservationist positions must demonstrate successful completion of the requirements in paragraph A or paragraph B below:

A. A full 4-year or longer course of study in an accredited college or university leading to a bachelor's or higher degree with major study in range management or a directly related subject-matter field. This course of study must have included a total of at least 42 semester hours in a combination of the plant, animal, and soil sciences and natural resources management and must be diversified as follows:

—Range Management

Candidates must have completed at least 18 semester hours of course work in range management. Acceptable course work includes, but is not limited to, courses in such areas as basic principles of range management; range plants; range ecology; range inventories and studies; range improvements; and grazing management.

—Directly Related Plant, Animal and Soil Sciences

Candidates must have completed at least 15 semester hours of directly related course work in the plant, animal and soil sciences. This course work must have included at least one course in each of these three scientific areas, i.e., plant, animal and soil sciences. Acceptable course work includes, but is not limited to, courses in such areas as plant taxonomy; plant physiology; plant ecology; animal nutrition; livestock production; and soil morphology or soil classification.

—Related Resource Management Studies

Candidates must have completed at least 9 semester hours of course work in related resource management subjects. Acceptable course work includes, but is not limited to, courses in such areas as wildlife management; watershed management; natural resource or agricultural economics; forestry; agronomy; forages; and outdoor recreation management.

B. A total of at least 42 semester hours of course work in an accredited college or university in a combination of the plant, animal and soil sciences and natural resources management. The requirements for diversification of these 42 semester hours are the same as specified in paragraph A, above. In addition to these requirements, candidates must have additional education and/or experience which, when combined with the 42 semester hours of course work, will total 4 years of education or 4 years of combined education and experience.

The quality of such additional education or experience must have been sufficient to give the candidate professional and scientific knowledge equivalent to that normally acquired through the successful completion of a full 4-year course of study as described in A above. In combining undergraduate education with experience, an academic year of study which comprises 30 semester hours or 45 quarter hours will be considered equivalent to 9 months of experience. [illegible] must have successfully completed the full 4-year course of study described in paragraph A above.

GS–5.—The basic requirements which apply to all grades are full qualifying for grade GS–5.

ADDITIONAL EXPERIENCE AND TRAINING REQUIREMENTS

Candidates for grades GS–7 and above must have had either professional experience or graduate education (or an equivalent combination of both) in addition to meeting the basic requirements. Such professional experience or graduate education must have been in, or directly related to, range conservation, e.g., forestry, wildlife management, soil conservation, soil science, or ecology, where the experience or study dealt with problems directly related to range conservation.

This experience or education must have equipped the candidate with the knowledges, skills, and abilities to perform fully the work of the position for which he/she is being considered (recognizing that new employees will be given a reasonable amount of orientation on the job). For example, candidates for research positions must possess the aptitude or ability to perform professional research work at the appropriate grade level.

1. *Experience*

In addition to the basic requirements, the following amounts of professional experience are required for grades GS–7 and above:

Grade:	*Minimum amount of professional experience in appropriate subject-matter fields (years)*
GS–7	1
GS–9	2
GS–11 and above	3

For grades GS–11 and below, at least 6 months of the required experience must have been at the level of difficulty comparable to that of the next lower grade, or 1 year comparable to the second lower grade, in the Federal service. For grades GS–12 and above, at least 1 year of the required experience must have been at a level of difficulty comparable to that of the next lower grade in the Federal Service.

2. *Education*

In addition to the basic requirements, the following amounts and levels of education are qualifying for grades GS–7 and above, as shown:

Grade:	*Minimum amount or level of education in appropriate subject-matter fields*
GS–7	One full academic year of graduate education.
GS–9	Completion of all requirements for a master's or equivalent degree; *or* Two full academic years of graduate education.
GS–11	Completion of all requirements for a doctoral degree (Ph. D. or equivalent); *or* Three full academic years of graduate education.
GS–11 Research positions.	Completion of all requirements for a master's or an equivalent degree for which at least 2 full academic years of graduate study is required when— a. The position involves primarily *research* or very similar research-type exploratory development of a creative or advanced scientific nature. b. The knowledges required for the work are *typically and preferably* acquired through graduate study. c. The work is of such character that the academic preparation will equip the candidate to perform fully the professional work at the GS–11 level after a short orientation period.
GS–12 Research positions.	Completion of all requirements for a doctoral degree (Ph. D. or equivalent) for appointment to such positions as meet the following criteria: a. The position involves primarily research or very similar research type ex- creative or advanced scientific nature.

b. The knowledges required for the work are *typically and preferably* acquired through graduate study at the doctoral (Ph. D.) or equivalent) level.
c. The work is of such character that the academic preparation will equip the candidate to perform fully the professional work at the GS–12 level after a short orientation period.

3. *Combinations of professional experience and graduate education*

Equivalent combinations of professional experience and graduate education of the types described above are acceptable at each grade. (See the Introduction to Handbook X–118, Part II, Section III, for specific information on crediting "full-time" and "part-time" graduate study.)

4. *Alternate requirements*

Superior academic achievement at the baccalaureate level or 1 year of student trainee experience is qualifying at grade GS–7. A combination of superior academic achievement at the baccalaureate level and 1 year of appropriate professional experience is qualifying at grade GS–9. In each case, the pertinent criteria in Section III of Part II, Instructions to Users, of this handbook must be met.

SUPERVISORY POSITIONS

For supervisory positions, see the qualification standard for "Supervisory Positions in General Schedule Occupations," in Part III of this handbook, to be used with this standard.

AMENDED EDUCATIONAL REQUIREMENT

This standard is subject to the provisions of the "Amended Educational Requirement for Most Professional Positions in Science and Technology," which deals with acceptance of education leading to a bachelor's or higher degree in an appropriate field of science or technology which does not fully or literally satisfy the basic educational requirement specific for the occupation. (See the Introduction to Handbook X–118, Part II, Section III, for specific requirements for application of this amendment.)

AMENDED EXPERIENCE REQUIREMENT

This standard is subject to the general amendment concerning specialized experience requirements in noncompetitive actions which deals with acceptance of different kinds of experience toward meeting the specialized experience requirements, when the total background of the candidate demonstrates that he/she possesses full journeymen knowledge or professional competence in the occupation in which the job is classified and has the necessary level of skills, knowledge, and abilities necessary to do the work. (See the section on "Evaluating Specialized Experience: A General Amendment to Certain Qualification Standards" in the Introduction to Handbook X–118, Part II, Section III, for specific requirements for application of this amendment.)

SPECIAL REQUIREMENTS FOR RANGE SCIENTIST POSITIONS

Many Range Scientist positions are highly specialized and may require different types of education, training, and experience either in range conservation research or in another field of research. For these positions, candidates must show that they have had sufficient education, training, and experience to give them the knowledges, skills, and abilities needed to perform successfully the duties of the position for which they are being considered. For all research positions at the GS–12 and higher grades, candidates must show that they have the ability to analyze and interpret the results of research, and that they are able to prepare this material for publication.

Some Range Scientist positions may require the ability to supervise and direct a highly trained scientific staff working in a number of

different disciplines. For such positions, candidates must show that they are thoroughly familiar with the scientific principles and concepts involved, can cooperate and work with others in a team approach to research, and have the scientific stature and leadership qualities needed to lead and direct a group of research workers.

CREDIT FOR CREATIVE OR OUTSTANDING RESEARCH

Candidates for research positions who can furnish positive evidence that they have performed highly creative or outstanding research which meets the criterion described below, may be rated eligible for the next higher grade than that for which they would normally be rated. (A candidate who achieves a higher grade on the basis of the graduate study provisions is not eligible for an additional grade based on this criterion.)

To receive such credit, the work must have been creative in the sense that it produced a basic principle, concept, method, approach, or technique or provided a body of basic information, that opened the way for major advances in the discipline or field of science involved, or to advances in science in general. Such research must have been on previously unsolved problems which involved the introduction of unorthodox assumptions, idealizations, approaches, scientific concepts, techniques, or relationships which were not obvious and which had not previously been perceived by authorities in the field, or, it may have involved the rejection of assumptions, idealizations, approaches, scientific concepts, techniques, or relationships which had previously been held valid in the discipline or field of science involved.

SELECTIVE PLACEMENT

A varying amount of selectivity is required to fill specialized range conservationist and range scientist positions. While most, if not all, range conservationists perform work in and apply an understanding of the principles of the broad field of range conservation and management, some positions require that particular kinds or combinations of knowledges be applied more intensely than in other positions. In some cases, therefore, it may be appropriate to use selective placement techniques, i.e., only those candidates whose total background of education, training, and experience shows that they possess the knowledges, skills, and abilities required should be referred for employment consideration. In these cases, it is important to compare the candidate's entire background against the specific requirements of the position. For example, for certain positions, education or experience that provided specialized knowledge of animal nutrition and feeding may be required. For range scientist positions, candidates must possess the aptitude or ability to perform professional research work at the appropriate grade level.

Where selective factors are used, however, they must be demonstrably related to the knowledges, skills, abilities and other characteristics considered *essential* to produce candidates capable of performing the duties of the positions satisfactorily. The factors should represent *minimum* acceptable qualifications for the job of interest. The appropriateness of the factors should be reflected in the duties and responsibilities of the position as presented in the position description or in other official information provided by the agency. Moreover, the use of these factors must not result in the establishment of unreasonably high or overly restrictive requirements. That is, the proposed selective factors should not be used if it is evident that other eligibles could perform satisfactorily after a customary training period.

GUIDE FOR THE EVALUATION OF CANDIDATES

The following factors are suggested for consideration in evaluation or rating the relative qualifications of candidates:

1. *The extent, nature, and content of qualifying basic education*

The extent, nature, and content of education are of primary importance in evaluating qualifications of candidates for positions at grades GS–5 and GS–7. At the higher levels, they are

also important, but they are necessarily subordinated to proven professional capability as demonstrated through experience.

This standard states, under Basic Requirements For All Grades, only the minimum education a candidate must have to be able to learn and perform range conservation or range research work. A candidate with just the type and amount of education specified is rated eligible, but is considered only minimally qualified or prepared for the work. In ranking candidates, it is important to consider whether a particular candidate has: (1) substantially more than the minimum of 42 semester hours required; (2) substantially more than the minimum of 18 semester hours in range management; (3) substantially more than 15 semester hours in directly related plant, animal and soil sciences; and (4) substantially more than 9 semester hours in related resource management subjects. It is also important to consider the diversity of education. Normally, the candidate who has completed substantially all of the courses listed below under (1) Range Management, and (2) Directly Related Plant, Animal and Soil Sciences, is especially well suited, from an educational standpoint, to enter or advance in range conservation work. (The applicability of specific course work listed under (3) Related Resource Management Subjects varies with the position to be filled. However, a broad educational background in these subjects will also generally enhance candidates' qualifications for range conservation positions.)

Examples of acceptable course work in (1) range management; (2) plant, animal and soil sciences, and (3) related resource management subjects are listed in the Basic Requirements For All Grades. The following course descriptions are provided to guide users of this standard. The evaluation of a candidate's educational background should focus on the coverage and content of the candidate's course work and should not be limited to a simple review of course titles.

Range Management

a. Basic Principles—principles of range management; using animal and plant sciences to create good land stewardship; range management legislation and policies and grazing management practices.
b. Range Plants—phenology, forage value, desirable and undesirable characteristics (as an example, poisonous plants), threatened and endangered plants, and plant responses to various management approaches.
c. Range Ecology—response of rangeland plants and plant communities to grazing use and other management and treatment practices.
d. Range Inventories and Analysis—determining production, suitability, availability, utilization, condition, and trend.
e. Range Improvements—study of practices and developments used to manage and improve rangeland and its uses, including evaluating environmental impacts.
f. Ranch or Rangeland Planning—integration of range management principles into management plans for the administration and management of rangelands.

Directly Related Plant, Animal, and Soil Sciences

a. Plant Taxonomy—principles and methods, classification, and identification of representatives plant families, tribes, genera, and species.
b. Plant Physiology—photosynthesis, respiration, water relations of plants, mineral and organic nutrition, growth and development.
c. Plant Ecology—studies of the relationship of plants to their environment.
d. Animal Nutrition—nutrient utilization and measurement; nutrient requirements for various physiological functions, and for various animals.
e. Livestock Production—breeding, nutrition, management, and marketing of range livestock.
f. Soil Morphology—application of techniques used to describe soil.

or

(2) Soil Classification—soil classification

system with emphasis on the National Cooperative Soil Survey.

Related Resource Management Subjects

a. Wildlife Management—population dynamics, habitat needs, and special needs.
b. Watershed Management—studies of rangeland hydrology and watershed science to include runoff, infiltration, water quantity and quality, and techniques which can be employed to obtain desired results.
c. Natural Resource or Agricultural Economics—economic analysis, determining costs and benefits of alternatives, use in the decision process.
d. Forestry—study of the development, production, conservation, utilization, and protection of natural forest resources.
e. Agronomy—principles of plant, soil, and related sciences as they apply to forage production and conservation.
f. Forages—study of plants used for forage by animals, including their site needs, production, fertilization, and cultivation.
g. Outdoor Recreation Planning—planning, design, construction, and maintenance of land, water and related resources to provide opportunities for creative use of leisure time outdoors.

Consideration should also be given to the extent of preparation in more fundamental scientific fields, e.g., biology, zoology, genetics, chemistry, physics, and in other related fields, e.g., mathematics, statistics, surveying. Credit may also be given for education in directly useful additional subject areas such as communication skills (e.g., public speaking, technical writing, public information); individual and group relationship (e.g., psychology, sociology, political science); or economics. (While the above listings of applicable course work are extensive, they are not to be considered all-inclusive. Other course work which provides candidates with useful knowledges, skills, and abilities may be considered in ranking candidates, provided that the relationship between the knowledges, skills, and abilities and the work to be performed is demonstrable.)

For range scientist positions, the basic qualifying education is especially appropriate if it stressed work in plant ecology and plant physiology beyond the minimum levels; mathematics that included, as a minimum, college algebra, trigonometry, and calculus; and statistics.

2. *The quality of academic achievement*

Superior undergraduate academic achievement is accorded an extra grade (GS–7 only) for research and nonresearch positions. Such superior academic achievement should be reflected in the assignment of quality levels to education as well as in determining basic grade-level eligibility. However, in ranking candidates as GS–7, the education of a candidate who has completed one or more years of graduate education would normally be assigned a higher quality rating than superior undergraduate education. Consideration should also be given to the quality of education in terms of broad categories such as nonaccredited college, or college accredited by regional accrediting association.

3. *Nature of Experience*

All things being equal, the best experience is that which shows a regular progression in duties and responsibilities at least to a level demonstrating the applicant's ability to perform successfully at the level for which being considered.

Many range conservationist positions, particularly those at the GS–9 level and higher, involve a considerable amount of cooperative work with other agencies, organizations, and the public, and require the establishment and maintenance of sound, effective public relations. This requires competence in applying the principles of management and the behavioral sciences, as well as good communication skills. Consideration should be given to candidates who can demonstrate sufficient training or experience in establishing and maintaining sound public relations such as that they would be able to perform successfully the duties of the particular positions.

Similarly, some range conservationist positions require the application of administrative or managerial skills in addition to those basic "subject matter" knowledges listed under the Basic Requirements For All Grades. Candidates for positions which involve total resource management on rangelands should demonstrate possession of knowledges and abilitites such as:

—knowledge of and ability to use management principles, practices, and techniques, e.g., budgets, work plans, operational reports, mission and functional statements, organization and staffing charts, and similar management documents or devices;

—Ability to make sound decisions in matters offering several alternatives, subject to conflicting pressures, open to public scrutiny and criticism, and requiring judgmental conclusions based on numerous factors or indicators;

—Good judgment in matters of program strategy or emphasis, timing of operations, and priorities of projects or activities;

—Ability to supervise and motivate professional, scientific, technical, clerical, and other workers with varied backgrounds and occupational specialties;

—Abilities to establish and maintain sound, effective relationships with varied groups and individuals.

In ranking candidates for such positions, consideration should be given to candidates who demonstrate experience or training in these or closely related areas or activities. In other instances, they may be appropriate selective factors, particularly for managerial positions at the higher grade levels, e.g., GS–13. (For information on the use of selective factors, see section "Selective Placement" of this standard.)

4. *Accomplishments*

Considered here are the candidate's demonstrated knowledge of range conservation and related sciences, his/her professional interests as shown by self development activities, his/her stature in the profession, and his/her accomplishments, *considering opportunities for such.* This factor applies primarily to research positions but may also apply to other positions.

Judgments by coworkers or colleagues are highly important in appraising scientific accomplishments. Evidence used to appraise accomplishments include publications, participation in range conservation and other professional societies, leadership activities in the field of endeavor, honorary awards and other recognition, contributions to range conservation knowledge, and the like. Publications should be carefully appraised in terms of their total contribution to knowledge about the field, rather than judged by sheer volume. Citations by others as an authority, however, may serve as a partial index of the value of published work. The extent of professional recognition may be judged by such things as invitations to present papers before professional groups (international, national, regional, local); use of publications as a resource by other range conservationists; and activities in professional societies.

Range conservationists, as they advance in level of responsibility, are expected to engage in continuing and vigorous professional development as a method of keeping abreast of the field. Lack of evidence of this development legitimately may be considered as detracting from the overall quality level assigned. Accomplishments should be appraised in consideration of *the opportunities afforded by past assignments* and the level of these assignments.

BASIS OF RATING

No written test is required. Candidates' qualifications will be rated on a scale of 100, and will be evaluated on the basis of their education, training, experience, and personal qualifications in relation to the requirements of the specific positions for which they are being considered. Ratings will be based on the candidates' statements in the applications, and upon any additional evidence that may be secured through qualification inquiries or similar measurement devices used in the examination.

QUALIFICATIONS INQUIRIES

For all grades, confidential inquiries, including contacts with the candidates' supervisors and associates or with other persons familiar with their qualifications, may be made to obtain further information about their technical, professional, scientific and personal qualifications, and their character and suitability for these positions.

IN-SERVICE PLACEMENT ACTIONS

For purposes of applying qualification standards in in-service placement actions, persons serving in a position in the same series as the position to be filled are generally considered to be "grandfathers" and are not required to requalify for the position currently occupied. Nevertheless, in order for a candidate to be qualified for the next higher grade it is necessary that the candidate clearly show the ability to perform *professional* range conservation work. *Mere occupancy of a professional range conservation position for a period of a year does not automatically qualify the employee for professional work at the next higher level.*

ACCEPTANCE OF TECHNICIAN EXPERIENCE

In competitive examinations technician experience may be accepted only toward meeting the professional experience requirements at GS–7.

In in-service placement actions only, technician experience will be accepted as equivalent to the professional range conservation experience required for the same grade when all of the following conditions are met:

(a) The employee is being considered for reassignment from a technician position in grade GS–7 or above to a very similar professional position in the same specialty area at the same grade or a lower grade;

(b) The employee meets the basic qualification requirements specified for all positions in the professional Range Conservation Series;

(c) The technician experience which is accepted in lieu of professional experience, is quasi-professional in character and is of the GS–7 or higher level; and

(d) The duties, degree of responsibility, and subject matter of the professional and technician positions are sufficiently similar to demonstrate clearly that the employee has the necessary background to perform satisfactorily the duties of the professional position to be filled.

MEDICAL QUALIFICATION STATEMENT

Applicants must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

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UNITED STATES

OFFICE OF PERSONNEL MANAGEMENT

Handbook X-118

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Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 180

October 1980

Transmits the following qualification standards material:

1. Deletes the standard for the Federal Service Entrance Examination, GS-000-5/7. (Except, in the case of persons already in formal training programs or upward mobility programs prior to July 1, 1980 where eligibility for the target position is based on the GS-000 standard, agencies may continue to apply the GS-000 standard to these individuals. For further information see FPM Bulletin 335-27 dated April 18, 1980.)

2. The standard for the General Inspection, Investigation, and Compliance Series, GS-1801, is new. Some positions formerly classified to the Miscellaneous Inspection Series, GS-1899, may now be included in the new series. The former Miscellaneous Inspection Series, GS-1899 has been restructured into two series; namely, the General Inspection, Investigation, and Compliance Series, GS-1801, and the Compliance Inspection and Support Series, GS-1802.

3. The standard for the Compliance Inspection and Support Series, GS-1802, is new. Some positions formerly classified to the Miscellaneous Inspection Series, GS-1899, may now be included in the new series. The former Miscellaneous Inspection Series, GS-1899, has been restructured into two new series; namely, the General Inspection, Investigation, and Compliance Series, GS-1801, and the Compliance Inspection and Support Series, GS-1802.

4. Deletes the standard for Boiler Inspector, GS-1899, GS-8, 9, published in July 1957.

TABLE OF CHANGES

Remove	Issue date	Insert
GS–000–5/7, Federal Service Entrance Examination, pages 1 through 3 (entire standard).	October 1970	
		GS–1801, General Inspection, Investigation, and Compliance Series, GS–5/15, pages 1 through 5.
		GS–1802, Compliance Inspection and Support Series, GS–4/7, pages 1 through 3.
GS–1899, Boiler Inspector, GS–8/9, page 1.	July 1957	

GENERAL INSPECTION, INVESTIGATION, AND COMPLIANCE SERIES, GS–5/15

DESCRIPTION OF WORK

Persons engaged in assessing and obtaining the compliance of persons or organizations with Federal laws, rules, regulations, etc., are involved in such activities as the following:

—onsite inspections or investigations including interviews and review of pertinent records;
—evaluating inspections, investigations, and related reports to determine the appropriate corrective or legal action;
—advising and negotiating with persons or organizations the activities of which are subject to regulation:
—planning and coordinating compliance program efforts;
—promoting the compliance program to affected persons, groups, or to the general public.

The work requires a detailed knowledge of program legislation and regulations, familiarity with regulated products or activities, and a knowledge of inspectional or investigative techniques. With these knowledges, there is also the requirement for analytical ability in interpreting and applying pertinent legal and regulatory provisions to the findings of inspections and investigations and a requirement for ability to communicate effectively both orally and in writing.

Since this series is a general series, it naturally overlaps the work of other, more specific, occupational series. When there is an appropriate specific occupational series covering the work of the position to be filled, the qualification standard for that specific series should be used. This standard is to be used for those positions involving compliance work that is not elsewhere classifiable.

GENERAL EXPERIENCE

Candidates must have general experience or education or a time equivalent combination of both as described under A, B, or C below:

A. Three years of experience in work which provides evidence that the candidate has:

1. Ability to understand legal provisions, regulations, and administrative procedures and to apply them to specific situations;
2. Ability to analyze written and numerical data, draw conclusions and make decisions; and
3. Ability to communicate with others effectively, both orally and in writing;

B. Undergraduate study successfully completed in an accredited college or university. This may be substituted at the rate of 1 year of education for 9 months of general experience up to a maximum of 3 years of general experience. Thus, 4 years of such study is fully qualifying for GS–5; or

C. Any time equivalent combination of work experience and education of the kinds mentioned in A and B above.

SPECIALIZED EXPERIENCE

1. Amount of specialized experience required

Grade:	Years
GS–5	0
GS–7	1
GS–9	2
GS–11/15	3

2. Acceptable types of specialized experience

(a) Experience as a compliance inspector, investigator, analyst, or planner which has included responsibilities of the type described under *Description of Work*;

(b) Experience in closely related occupations involving specialized work directly involved in assessing or assuring regulatory compliance such as financial auditing, investigative journalism, and legal work, *provided* the experience clearly demonstrated the application of:

(1) knowledge of the laws, regulations, and administrative procedures involved in assessing and assuring compliance, and
(2) skill in the use of techniques and methods for the identification and correction of regulatory violations.

(c) Experience in a professional, administrative, or technical occupation in another, but related, facet of the Government program in which the compliance position to be filled is located which would have provided detailed knowlege of the specific laws, rules, regulations, programs, etc., required by the position to be filled. For example, experience as a Veterans Administration (VA) contact representative advising veterans on VA education benefits provisions would be creditable as specialized experience for an Educational Benefits Specialist position intended to survey colleges and training schools attended by beneficiaries to verify veterans' adherence to school and course enrollment criteria; or

(d) Experience in performing progressively responsible line work in an activity that is subject to the regulatory program in which the position to be filled is located.

SUBSTITUTING EDUCATION FOR SPECIALIZED EXPERIENCE

Graduate education that has equipped the candidate with the knowledges and abilities to perform fully the work of the position being filled may be substituted for specialized experience as described below.

A year of full-time graduate education is to be applied in terms of the number of credit hours which the school attended determines to represent a full year of study in that graduate program. Part-time graduate education is also to be evaluated in terms of the school's definition of a full year of study in the appropriate graduate program.

For 1 year of specialized experience

One full academic year of graduate education in fields directly related to the position to be filled. (This amount and kind of education meets all the requirements for grade GS–7).

For 2 years of specialized experience

Grade GS–9 positions are typically independent working positions rather than trainee positions. Therefore, it is important that candidates be prepared to work with the kind of independence and responsibility expected of employees at that grade. For many such positions graduate education alone will not provide such preparation. However, graduate education may be accepted as meeting the specialized experience requirements for positions at the GS–9 level when the following conditions are met:

a. The position to be filled involves specialized analysis or planning work which requires a broad and intensive knowledge of compliance programs and techniques; *and*
b. The graduate level course work is directly related to the compliance program (i.e., related to either the regulated activity or the work of the compliance organization).

In situations which meet these conditions, graduate study is qualifying on the following basis:

Completion of all requirements for a master's or an equivalent degree, or 2 full academic years of graduate education, which is in a field directly related to the regulated activity or to the work of the regulatory organization (e.g., agricultural economics in assessing futures dealers' compliance with the Commodities Exchange Act and Commodity Futures Trading Commission regulations, or business administration with a concentration in international business in planning an investigation or evaluating the investigative findings in connection with the anti-boycott provisions of the Export Administration Act).

Completion of a total of at least six years of prelegal and legal education that meets all the requirements for an LL.B or J.D. degree will provide eligibility in full for grade GS–9.

Alternate requirements

Superior academic achievement at the baccalaureate level is qualifying at grade GS–7. See the Superior Academic Achievement Standard in Section III, Part II of this handbook (X–118).

GENERAL INSPECTION, INVESTIGATION, AND COMPLIANCE SERIES, GS–5/15

GUIDE FOR EVALUATION OF CANDIDATES

Although all positions covered by this standard are concerned with planning for, assessing, or obtaining individuals' or organizations' compliance with laws, regulations, or other mandatory guidelines by such means as reports analysis, inspection, investigation, negotiation, or advice; they vary widely in program and organizational settings and in the activities upon which they focus their attention. Because of the diversity of positions and the diversity of acceptable qualifications, this standard should be interpreted in terms of the knowledges and abilities required for the specific position to be filled. Specific knowledges, skills, and abilities may be used as *quality ranking factors* under justification that shows: (a) how the quality ranking factor is directly related to the duties and responsibilities of the position; and (b) why possession of the desired knowledge, skill, or ability would predict performance superior to that of otherwise qualified candidates not having the specified knowledge, skill, or ability.

For other specialized positions, only candidates who possess specific job-related knowledges, skills, and abilities may be qualified. If this is the case, then these necessary knowledges, skills, or abilities may be used as "in-or-out" *selective placement factors.* Justification for selective placement factors must show: (a) How the selective factor is directly related to the duties and responsibilities of the position; and (b) why possession of the knowledges, skills, or abilities identified as selective factors are necessary for successful performance in the position.

For further information on the use of quality ranking and selective factors, see Federal Personnel Manual (FPM) Chapter 332, subchapter 4–4, Selective Certification, and appendix B of that chapter.

SUPERVISORY POSITIONS

For supervisory positions, use the qualification standard for "Supervisory Positions in General Schedule Occupations," in Part III of this handbook in conjunction with this standard.

QUALITY OF EXPERIENCE

For any grade, the required amount of experience and education will not in itself be accepted as proof of qualification for a position. The candidate's record of experience and education must show that he or she has the knowledges, skills, and abilities needed to perform the duties of the position to be filled. As far as possible, the kind and quality of experience and education should be considered in judging a candidate's facility in oral and written expression; willingness and ability to effectively engage in contacts with hostile persons; and ability to work on involved matters independently under conditions of high accountability. A background investigation may also be employed in assessing a candidate's suitability.

A candidate's experience should reflect the following characteristics:

For a trainee position

The ability to read, understand, interpret, and explain technical material such as written laws, regulations, and court decisions. Skill in factfinding including determining potential sources of usable information and obtaining the information through systematic review of reference materials and from persons through interviewing and questioning. Skill in writing factual reports (including analyses and conclusions) that are clear, concise, and logical. Skill in expressing oneself clearly, concisely, and logically in one-to-one interviews, group meetings, and oral presentations before groups.

For a full performance operating position

Skill, judgment, and technical competence in assessing and obtaining the compliance of persons or organizations with particular laws, orders, regulations, etc. Experience must have demonstrated an applicant's ability to interpret, apply, and explain the laws, regulations, etc., of the program in which the position to be filled

is located or those of a similar program. It should also have demonstrated ability to plan and conduct an inspection or investigation, to deal effectively with persons or organizations having conflicting interests, and to promote the requirements and objectives of a program to affected groups or to the public at large.

For a planning or coordinating position

Ability to assess the effectiveness of the compliance program, to determine areas of needed emphasis, and to identify alternative methods of performing the compliance function and their relative costs and benefits. Ability to make decisions on the utility of starting, altering, or continuing an investigation. Experience must demonstrate an applicant's ability to organize, direct, and coordinate compliance program efforts. It would include prior work in planning and conducting inspections or investigations, evaluating inspection or investigation reports, recommending or directing action based on the outcome of an inspection or investigation, or dealing with the subjects of inspections or investigations to win cooperation or achieve a satisfactory settlement.

For each grade, creditable experience must have equipped applicants with the knowledges and skills to perform fully the duties of the position being sought.

Applicants must demonstrate progressively responsible experience of a scope, quality, and degree such as to have equipped them with the capability to perform duties at the grade level of the position for which application is made. Typically, this is demonstrated by accomplishment of assignments of the difficulty and responsibility described in the position classification standard used to evaluate positions at the next lower grade in the normal line of promotion to the position being filled. (See 5 C.F.R. 300, Subpart F.)

BASIS OF RATING

No written test is required. Applications for all positions will be rated on a scale of 100. The basis of rating will be an evaluation of experience, education, and training. The candidate must present evidence of ability to perform the duties typical of the grade level for which he or she is being considered. The information for evaluating experience and training will be taken from the application form and any additional information obtained through confidential inquiries to supervisors, teachers, and other references.

SPECIAL PROVISION FOR INSERVICE PLACEMENT

Positions covered by this standard may be filled at the GS–5 and GS–7 levels without regard to experience or educational requirements for those levels stated elsewhere in this standard by inservice lateral reassignment of employees from positions in the Compliance Inspection and Support Series, GS–1802, or any other one-grade interval occupational series covering compliance related work.

Before they can be considered for advancement, employees reassigned under this provision must have served long enough at the grade level at which reassigned to have acquired the experience and training necessary for successful performance of higher graded work.

PHYSICAL REQUIREMENTS

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may in-

clude, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in FPM Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

If it is established that the work of the position to be filled has more rigorous physical requirements than those stated above, the agency should forward the proposed physical requirements and an accompanying task analysis supporting them to the Standards Development Center, Staffing Services Group, Office of Personnel Management.

MOTOR VEHICLE OPERATION

For those positions in which driving a motor vehicle is essential to the efficient performance of the work, applicants are required to:

—possess, or obtain within 30 days of employment, a valid State drivers license, and

—qualify, after appointment, for authorization to operate motor vehicles in accordance with applicable U.S. Government regulations and with related requirements of the employing agency. (See FPM Chapter 930.)

COMPLIANCE INSPECTION AND SUPPORT SERIES, GS–4/7

DESCRIPTION OF WORK

Persons engaged in work covered by this occupational series primarily perform either:

—*Inspections* to assess compliance with relatively straightforward regulatory provisions that involve using visual or other specific inspection techniques, obtaining specified samples, performing well established field tests, referring to standard guidelines such as inspection checklists and illustrations of acceptable and unacceptable conditions or configurations, and making decisions based on considerations such as the presence or absence of a required or prohibited item, practice, or condition (e.g., the presence or absence of required documents or the obvious physical condition of an implement, container, conveyance, or premises);

OR

—*Technical work* in support of compliance inspectors, investigators, and program supervisors and managers involving tasks such as obtaining factual information needed in inspections or investigations; providing factual information on established regulatory requirements to persons or organizations subject to regulation; and maintaining program-related administrative reports on topics such as manpower, caseload, and case status.

EXPERIENCE, EDUCATION, AND TRAINING REQUIREMENTS

Experience requirements

Except for the substitutions provided for below, candidates must have had qualifying experience in the amounts and of the type shown in the following table:

Grade	General experience (years)	Specialized experience (years)	Total experience (years)
GS–4	2	0	2
GS–5	2	1	3
GS–6	2	2	4
GS–7	2	3	5

General experience

This is any type of work which shows evidence of the applicant's aptitude for acquiring the particular knowledges and skills needed to perform compliance inspection or technical support work. For example:

—*progressively responsible clerical experience* such as that gained through applying a body of rules, regulations, decisions, or statutes as in payroll work, voucher examining, or bookkeeping; extracting substantive data or information from various sources such as reports to maintain records or to prepare other reports; composing correspondence, narrative reports, or summaries which required selecting or paraphrasing standard letters, paragraphs or forms; advising people in person on benefits, privileges or obligations under insurance, retirement, educational, or other similar plans or systems; or

—*trades, laboring, or military experience* that involved learning and applying a variety of rules and regulations pertaining to such things as health, safety, security, sound business practice, conservation of resources, etc.

Specialized experience

This is progressively responsible experience which has provided knowledges and abilities relevant to the work for which application is made, for example:

—inspecting items or premises to insure they meet prescribed standards of health, safety, security, etc., *provided* the things inspected and the reasons for the inspections are closely related to those of the position to be filled;

—providing technical assistance to professional or technical staff such as engineers, geologists, surveyors, chemists, biologists, etc., by doing such work as obtaining needed specimens or samples, performing standard tests and making calculations where the subject of the work was the same

as or closely related to that with which the position to be filled is concerned;

—performing substantive clerical or technical work for the program in which the position to be filled is located (e.g., maintaining reports, statistics, or other program-related information; examining documents and records to ascertain sufficiency, accuracy, and implications of information, providing oral and written information on program requirements; recommending or taking appropriate servicing actions);

—performing line work in a public or private activity subject to regulation by the program in which the position to be filled is located.

SUPERVISORY POSITIONS

For supervisory positions, use the qualification standard for "Supervisory Positions in General Schedule Occupations," in Part III of this handbook, in conjunction with this standard.

QUALITY AND LEVEL OF EXPERIENCE

For each grade, creditable experience must have equipped applicants with the knowledges and skills to perform fully the duties of the position being sought.

Applicants must demonstrate progressively responsible experience of a scope, quality, and degree such as to have equipped them with the capability to perform duties at the grade level of the position for which application is made. Typically, this is demonstrated by accomplishment of assignments of the difficulty and responsibility described in the position classification standard used to evaluate positions at the next lower grade in the normal line of promotion to the position being filled. (See 5 C.F.R. 300, Subpart F.)

SUBSTITUTION OF EDUCATION FOR EXPERIENCE

For grade GS–4

Successful completion of two academic years of post-high school education in an accredited institution may be substituted in full for the GS–4 level requirements where the course work was directly applicable to the work of the position to be filled.

For grade GS–5

Successful completion of a full 4-year course in an accredited college or university may be substituted in full for the GS–5 experience requirements provided the course work was directly applicable to the work of the position to be filled.

Appropriate education and training other than that stated above, such as military training programs or manpower development programs, will be given credit on a month-for-month basis.

BASIS OF RATING

No written test is required. Applications for all positions will be rated on a scale of 100. The basis of rating will be an evaluation of experience, education, and training. The candidate must present evidence of ability to perform the duties typical of the grade level for which he or she is being considered. The information for evaluating experience and training will be taken from the application form and any additional information obtained through confidential inquiries to supervisors, teachers, and other references.

The candidate may also be required to appear for a preemployment interview to demonstrate possession of needed knowledges, skills and abilities.

GUIDE FOR EVALUATION OF CANDIDATES

In evaluating the experience and training background, consideration should be given to the degree and extent to which the evidence shows that the candidate has acquired the knowledges, skills and abilities to perform the work of the position to be filled. Experience and training obtained through upward mobility programs and assignments should be considered in the same manner as other training and experience.

In ranking individuals, information about the demands of the job in terms of specific subject matter fields should be considered. For example, an applicant who shows successful experience in inspecting wildlife and wildlife products for compliance with import and export regulations might not possess the same degree or quality or the required depth and breadth of knowledges of regulations governing the export of manufactured goods or vice versa. Therefore, when the position requires knowledges and skills associated with a particular regulated activity or regulatory program, successful experience gained in that area may be ranked as highest quality experience. However, experience that has required the use of methods and techniques similar to those required by the position to be filled, even though the subject matter dealt with differs, may also be considered. Academic study involving course work directly related to the position to be filled may be ranked as highest quality education.

SELECTIVE PLACEMENT

Because compliance inspection and support positions are found throughout the Federal Government's regulatory programs, the subject matter of which vary, the particular demands of positions vary also. Therefore, consideration and selection of candidates for some positions may be limited to those whose records show experience and training in specific subject matter areas related to specific regulatory programs.

PHYSICAL REQUIREMENTS

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual (FPM) Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

If it is established that the work of the position to be filled has more rigorous physical requirements than those stated above, the agency should forward the proposed physical requirements and an accompanying task analysis supporting them to the Standards Development Center, Staffing Services Group, Office of Personnel Management.

MOTOR VEHICLE OPERATION

For those positions in which driving a motor vehicle is essential to the efficient performance of the work, applicants are required to:

—possess, or obtain within 30 days of employment, a valid State drivers license, and

—qualify, after appointment, for authorization to operate motor vehicles in accordance with applicable U.S. Government regulations and with related requirements of the employing agency. (See FPM Chapter 930.)

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UNITED STATES

OFFICE OF PERSONNEL MANAGEMENT

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Handbook X–118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 181

October 1980

Transmits the following qualification standards material for inclusion in Part III:

1. The standard for the Messenger Series, GS–302, which includes a change in requirements for motor vehicle operation.

2. Qualification standard for the Work Unit Supervising Series, GS–313. The expanded coverage of this series supersedes the coverage of the Stenographic or Typing Unit Supervising Series, GS–313.

3. The standard for the GS–690, Industrial Hygiene Series, published in December 1968 (TS 121), has been superseded. The primary modifications include:

—Addition of the title "Industrial Hygiene and Safety Manager."

—Changes to the minimum education requirement to include 30 semester hours in the physical or natural sciences or engineering; to reduce the number of required semester hours in chemistry from 15 to 12; to specify organic chemistry in lieu of quantitative and qualitative analysis.

—Addition of a Guide for Evaluation of Candidates.

TABLE OF CHANGES

Remove	Issue date	Insert
Messenger Series, GS–302, pg. 1	July 1980	Messenger Series, GS–302, pgs. 1 and 2.
		Work Unit Supervising Series, GS–313, pgs. 1 and 2.
Industrial Hygiene Series, GS–690, 5/15 pgs. 1–3.	December 1968	Industrial Hygiene Series, GS–690 5/15, pgs. 1 thru 8.

Messenger, GS–1/3

Messenger (Motor Vehicle Operator), GS–1/3

Appointment is restricted to persons entitled to veterans preference as long as such persons are available.

Description of work

Messenger work involves the receipt, individual-route sorting, collection or pick-up, and delivery of mail and a variety of other papers, documents, and administrative material processed in a mail unit or messenger room. Messenger positions may also include the performance, as required, of miscellaneous tasks such as operating simple duplicating equipment in an office situation; light manual work such as lifting and emptying mail sacks, moving office machines and equipment, etc.; simple office duties such as checking outgoing material for complete address, noting changes on messenger route, filing alphabetically, date stamping material, etc.; and/or the operation of automotive equipment to facilitate the performance of messenger work.

Requirements

For grade GS–1, no written test, experience, training, or education is required. Candidates must be interested in, and willing to perform, routine messenger work, and to show likelihood of success on the job.

Experience which meets the requirements as shown below for grades GS–2 and GS–3 must have been in messenger or general clerical work.

Grade:	*Total years*
GS–1	None
GS–2	½
GS–3	1

Substitution

The successful completion of a full 4-year senior high school curriculum may be substituted for 6 months of the required experience.

Written test

For grade GS–1, no written test is required.

All candidates for competitive appointment at grades GS–2 and GS–3 are required to pass the appropriate written test.

For inservice placement action the written test is not required. If a test is used, it may not be used on a pass/fail basis. For information on when and how a test may be used in evaluating eligible employees, see FPM Supplement 335–1.

Basis of rating

For GS–1: An evaluation of the candidate's interest in and willingness to perform routine and repetitive messenger work, dependability, and the ability to perform work safely.

For GS–2 and 3: The score on the written test and an evaluation of the extent and quality of experience and education.

Supervisory positions

Apply the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III, Handbook X–118, in conjunction with this standard.

Requirements for motor vehicle operation

For those positions requiring the operation of Government-owned automotive vehicles, applicants must either hold or obtain within 30 days of employment, appropriate state permit and U.S. Government motor vehicle operators' identification card.

Physical requirements

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essentital duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss of impairment of a specific function may be compensated for by the satis-

factory use of a prosthesis or mechanical aid. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

All positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

WORK UNIT SUPERVISING SERIES

Work Unit Supervisor, GS–5/11

DESCRIPTION OF WORK

Incumbents of positions in this series are supervisors of one or more work units composed of employees performing work classified in one-grade interval series. These positions are involved in planning, scheduling, monitoring, and reviewing the work and work processes of the unit(s) with responsibility for the quality and quantity of the work accomplished, and in the performance of the normal range of responsibilities in personnel administration for the employees supervised.

The paramount requirement for positions in this series is the possession of the knowledges and abilities necessary to perform supervisory work. Although supervisors in this series may possess specialized skills or subject-matter knowledges required of the subordinate employees, prior experience in the work supervised or possession of a particular competitive level skill is not a requirement for these positions. For example, subordinate employees may use a particular skill with a minimum competitive level requirement such as typing, stenography, or data transcription which the supervisor need not have to supervise the work. Similarly, when the work processes are uncomplicated, straightforward, and repetitive, and can be readily learned, the supervisor need not have prior directly related experience (e.g., machine operation functions, routine laboratory support work, or routine clerical work).

Note: The following supervisory positions are not covered by this standard. Rather, these positions are covered by the standard for the appropriate specialized or general series in conjunction with the Qualification Standard for Supervisors in General Schedule Occupations in Part III of this handbook.

1. Supervisory positions which require the incumbent to possess the specialized knowledges and skills of the subordinate positions and which require prior experience in the work supervised.

2. Positions which involve, in addition to supervision of a work unit, the performance of nonsupervisory duties which require the specialized knowledges and skills of another series.

EVALUATION OF CANDIDATES

Candidates for positions in this series are to be evaluated by the Qualification Standard for Supervisors in General Schedule Occupations in Part III of this handbook in conjunction with this standard.

EXPERIENCE, EDUCATION, AND TRAINING REQUIREMENTS

To be qualified for positions in this series a candidate must have had at least one year of experience equivalent to the next lower grade level in work in which he/she has demonstrated the possession of the knowledges and skills necessary for successful performance of supervisory duties and responsibilities. These knowledges and skills are evidenced by assignments in which the candidate has:

1. Motivated, trained, and worked effectively with subordinate employees,
2. Planned, and carried out work effectively,
3. Accomplished the quality and quantity of of work expected within set limits of cost and time,
4. Communicated effectively both orally and in writing,
5. Responded to and furthered management goals, or
6. Developed improvements in or designed new work methods and procedures.

Candidates' experience and training must have demonstrated skill in readily learning the various work processes, procedures, and practices of their specific assignments.

Experience which has demonstrated the candidate's possession of the above knowledges and skills may have been gained through a variety of assignments such as work leader, senior clerk or technician, through performance of special assignments, or through working successfully with significant responsibility and independence.

SUBSTITUTION

No substitution of education may be made for the required one year of experience.

WRITTEN TEST

No written test is required for positions in this series.

BASIS OF RATING

Candidates for positions in this series will be rated on the basis of an evaluation of their experience and training.

PHYSICAL REQUIREMENTS

Applicants and employees must be physically and mentally able to perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers or interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

INDUSTRIAL HYGIENE SERIES

Industrial Hygienist GS–5/15

Industrial Hygiene and Safety Manager GS–11/15

DESCRIPTION OF WORK

Industrial Hygiene is a science within the broad field of occupational health which is concerned with the prevention of disease through proper control of the work environment. This involves (1) the recognition of health problems created within the occupational environment, (2) the evaluation of the occupational environment in terms of the long range as well as the short range effects on health, and (3) the development of corrective measures in order to eliminate existing problems. Some of the more frequently encountered causes of these health problems are: chemical agents (liquid, dust, fumes, mist, vapor, or gas); physical energy (electromagnetic and ionizing radiations) as well as noise, vibration, and exceedingly great temperature and pressure extremes; biological agents (in the form of insects, molds, yeasts, fungi, bacteria, and viruses); and ergonomic factors (monotony, repetitive motion, anxiety, and fatigue). These stresses must all be evaluated in terms of their danger to life and health, as well as their influence on the natural bodily functions. Industrial hygienists conduct surveys of worksites to identify and evaluate conditions which may be unhealthful to the worker, using a variety of equipment to take samples from the environment and to collect personal data from workers. Other functions performed by industrial hygienists include developing standards, calibrating and operating highly technical instrumentation, preparing methods and techniques for use by other occupational health and safety personnel, conducting epidemiologic studies to uncover the presence of occupation-related illness, developing and presenting education and training programs for employees and supervisors, reviewing design plans for new facilities and for modifications to existing facilities, investigating new processes and materials for adequacy of health hazard controls, and managing occupational health programs. Industrial hygienists evalaute data collected from the environment, using laboratory analysis and extensive literature searches, and recommend or prescribe measures to control any unhealthful conditions identified. Among the more common control procedures are: a reduction of the number of persons exposed to a problem, the replacement of harmful or toxic material with less dangerous ones, changing of work processes to eliminate or minimize worker exposure, adoption of new ventilation procedures, increasing distance and time between exposures to radiation, introduction of water in order to reduce dust emission, and provision of proper protective attire. The industrial hygienist often works in collaboration with other occupational health personnel, such as physicians, chemists, toxicologists, health physicists, as well as with mechanical engineers, production and design engineers, statisticians, safety engineers, safety specialists, and management and shop supervisors, with the objective of protecting personnel from industrial health hazards.

Industrial Hygiene and Safety Managers apply management and executive abilities to develop and direct a comprehensive occupational health program, usually of sufficient breadth as to require the services of other specialists, such as safety specialists or engineers, health physicists, sanitarians or environmental engineers, chemists, toxicologists, or similarly related occupations. Responsibilities include typical managerial duties, such as planning and directing the work of an organization, accountability for the success of the specific line or staff program(s), monitoring the progress of the organization toward goals, periodically evaluating the program and making appropriate adjustments, planning and managing resources, and coordinating the program among interested internal or external organizations or groups.

BASIC REQUIREMENTS FOR ALL GRADES

Candidates for positions at all levels must meet the basic requirements specified under paragraph A or B below:

A. Successful completion of a full 4-year course of study in an accredited college or university creditable toward a bachelor's or higher degree in industrial hygiene, or in a branch of engineering, physical science or life science. This study must have included, or been supplemented by, 12 semester hours of course work in chemistry which included organic chemistry, as well as 18 additional semester hours of courses in any combination of the following fields: chemistry, physics, engineering, health physics, environmental health, biostatistics, biology, physiology, toxicology, epidemiology or industrial hygiene. Courses in the history or teaching of chemistry are not acceptable.

B. Four years of progressive technical experience and education that provided an understanding of sciences applicable to the fields of industrial hygiene comparable to that which would have been acquired through successful completion of a full 4-year college course as described in paragraph A. This education and/or experience must have included or been supplemented by courses totaling a minimum of 12 semester hours of course work in chemistry which included organic chemistry, plus 18 additional semester hours as specified in paragraph A above.

Qualifying experience may have been obtained in field, laboratory, engineering or other environments if the work provided a means of obtaining a professional knowledge of the theory and application of the principles of industrial hygiene and closely related sciences, such as physics and engineering controls. Such work must have involved experience in all of the following areas: the acquisition of quantitative and qualitative data and the measurement of exposures for a variety of chemical, physical, and biological stresses; the analysis of the data acquired and the prediction of probable effects of exposures on the health and well-being of workers; and the selection and recommendation of appropriate controls, including management, medical, engineering, education or training, and personal protective equipment.

Assignments which provided experience in only one phase of industrial hygiene work, e.g., collecting samples, is too limited to be fully qualifying for this series. (For example, in order to use a U-tube manometer to take pressure measurements in a ventilation system, it is important to understand the basic fluid dynamics occurring within the system. Without such an understanding, the need will not be appreciated for locating the measurements away from any turbulence occurring at elbows, expansions, and intersections. Without an understanding of the principles involved, such turbulence is likely to be overlooked and the resulting measurements taken, though taken using the proper procedures, will be inaccurate.)

All science or engineering courses offered in fulfillment of the above requirements must have been acceptable for credit toward the completion of a standard 4-year professional curriculum leading to a bachelor's degree in science or engineering at any accredited college or university.

GS–5—The basic requirements which apply to all grades are fully qualifying for grade GS–5.

ADDITIONAL EXPERIENCE AND TRAINING REQUIREMENTS

Candidates for grades GS–7 and above must have had either professional experience or graduate education (or an equivalent combination of both) in addition to meeting the basic requirements. Such professional experience must have been in industrial hygiene, or in a directly related field. Such graduate education must have been in industrial hygiene, or in closely related subjects (see below, Guide for Evaluation of Candidates).

This experience or education must have equipped the candidate with the knowledge and ability to perform fully the work of the position for which he or she is being considered. For example, candidates for research positions must

possess the aptitude or ability to perform professional research work at the appropriate grade level.

1. Experience

In addition to the basic requirements, the following amounts of professional experience are required for grades GS–7 and above:

Grade:	*Minimum amount of professional experience in appropriate subject-matter fields (years)*
GS–7	1
GS–9	2
GS–11 and above	3

For grades GS–11 and below, at least 6 months of the required experience must have been at the level of difficulty comparable to that of the next lower grade, or 1 year comparable to the second lower grade, in the Federal service. For grades GS–12 and above, at least 1 year of the required experience must have been at a level of difficulty comparable to that of the next lower grade in the Federal service.

2. Education

In addition to the basic requirements, the following amounts and levels of education are qualifying for grades GS–7 and above provided they are directly related to the work to be performed.

Grade:	*Minimum amount or level of education in appropriate subject-matter fields*
GS–7	One full academic year of graduate education.
GS–9	Completion of all requirements for a master's or equivalent degree; or Two full academic years of graduate education.
GS–11	Completion of all requirements for a doctoral degree (Ph. D. or equivalent); or Three full academic years of graduate education.
GS–11 Research positions	Completion of all requirements for a master's or an equivalent degree for which at least 2 full academic years of graduate study is required when— a. The position involves primarily research or very similar research-type exploratory development of a creative or advanced scientific nature. b. The work is of such character that the academic preparation will equip the candidate to perform fully the professional work at the GS–11 level after a short orientation period.
GS–12 Research positions	Completion of all requirements for a doctoral (Ph.D. or equivalent) for appointment to such positions as meet the following criteria: a. The position involves primarily research or very similar research-type exploratory development of a creative or advanced scientific nature. b. The work is of such character that the academic preparation will equip the candidate to perform fully the professional work at the GS–12 level after a short orientation period.

3. Combinations of professional experience and graduate education

Equivalent combinations of professional experience and graduate education of the types described above are acceptable at each grade. (Thirty semester hours, or the equivalent, of part-time graduate education may be considered to be equal to 1 full academic year of graduate education.)

The professional experience must clearly demonstrate that the candidate has the personal qualities and technical competence to solve problems, direct or coordinate projects, or to conduct negotiations and contacts involved in professional work at the level for which eligibility is sought.

Professional experience is defined as experience in nonroutine, nontechnician phases of industrial hygiene. This experience must have demonstrated a mastery of the professional body of knowledge of industrial hygiene, fully developed skills and a professional ability to apply scientific methodology to occupational health problems, and continuing development of knowledge and ability to stay abreast of the state-of-the-art.

4. Alternate requirements

Superior academic achievement at the baccalaureate level or professional student trainee experience may be qualifying at grade GS–7 provided the pertinent criteria in section III of part II, Instructions to Users, of this handbook have been met. A combination of superior academic achievement at the baccalaureate level and 1 year of appropriate experience is qualifying at grade GS–9 provided the criteria in section III of part II, Instructions to Users, of this handbook have been met.

SUPERVISORY POSITIONS

For supervisory positions, use the qualification standard for "Supervisory Positions in General Schedule Occupations", in part III of this handbook, in combination with this standard.

SELECTIVE PLACEMENT

Within the broad field of industrial hygiene, specialty areas exist which may require intensive or advanced knowledge of different basic sciences or of engineering technology. For example, industrial hygienists who evaluate chemical industries, or who perform their own laboratory analyses, may require additional training in chemistry, over and above the minimum requirements, in order to understand processes, reactions, nomenclature, and analytical techniques. Similarly, positions responsible for developing or recommending engineering controls to reduce health hazards may require greater skill in applying engineering techniques than positions which do not have this responsibility. Thus, the differences in qualifications required for one specialty area as compared to another need to be considered in selective placement of candidates for positions even though they are not reflected in official class titles. (Specialties recognized by the profession via certification are described below under "Guide for Evaluation of Candidates".)

An interdisciplinary approach may be considered, as appropriate, as in the case where the position is responsible for supervising or performing a substantial amount of technical work in related disciplines, such as chemistry, health physics, or engineering (see the General Introduction, Background, and Instructions to the Position-Classification Standards).

AMENDED EDUCATIONAL REQUIREMENT

This standard is subject to the provisions of the "Amended Educational Requirement for Most Professional Positions in Science and Technology" as stated in section III, part II of this handbook.

BASIS OF RATING

No written examination is required. Candidates will be rated, based on the extent and quality of their education, experience and accomplishments in relation to the requirements of the position. Such ratings will be based upon statements of candidates in their applications, upon qualification inquiries, and upon any additional information that may be secured by the Office of Personnel Management.

GUIDE FOR EVALUATION OF CANDIDATES

Candidates for Positions at GS–5 and GS–7

The basic knowledge, skills, and abilities required for professional industrial hygiene work are:

1. Skill in recognizing environmental factors in the workplace which may adversely affect the health of workers and an understanding of their effects on the human body.
   - —Knowledge of industrial work processes, equipment used, raw materials, energy used, intermediates, by-products, waste materials, and final products.
   - —Knowledge of the routes of entry of toxic materials and basic biochemical responses to toxic or harmful chemical, physical and biological agents.
2. Skill in evaluating the magnitude of environmental stresses as related to their effects on workers' health.

—Knowledge and skill in the use of sampling instrumentation for measuring chemical contaminants, noise, radiation, and other health hazards found in the workplace.

—Knowledge of sampling techniques and strategies.

—Knowledge of basic mathematics and statistical concepts for the purpose of evaluating measurements.

—Ability to interpret and apply recommended exposure limits, guidelines of accepted practice, standards, regulations, and legislation.

3. Skill in evaluating and prescribing methods for the control or elimination of occupational health hazards.

—Knowledge of basic industrial hygiene control methods, including engineering controls and basic elements of design, substitution of materials, changes in processes, isolation or enclosure of processes, wet methods, local exhaust, general ventilation, good housekeeping, and personal protective devices.

4. Skill in communications.

—Ability to communicate orally and effectively with all levels of management and workers.

—Knowledge of technical report writing.

—Knowledge of education and training practices.

—Knowledge of radiation control, including the principles of shielding.

—Knowledge of noise control, including isolation, attenuation, refraction, reflection, absorption and properties of materials to reduce transmission of vibration.

Because potential health hazards in the work environment may result from chemical, physical, or biological agents, or from a combination of these, industrial hygienists need a broad background in the physical sciences, as well as a limited knowledge of engineering principles and practices to understand industrial work processes, the hazards associated with them, and measures needed to control them. Industrial hygienists must acquire a knowledge of physiology and toxicology, and of a wide variety of diseases in order to evaluate the harmful effects of these hazards on employees and to provide advice to the medical officers in such matters as the causes of occupational diseases. Industrial hygienists should also know the standards, regulations, and legislation applicable to the occupational health and safety field. They must be skillful in obtaining the cooperation and acceptance of industrial hygiene principles and practices by management, supervisors, workers, unions, and other personnel in the occupational health and safety field. Finally, industrial hygienists must keep abreast of this rapidly advancing discipline through continuing education, training, study of current professional literature, and maintaining professional contacts with other industrial hygienists.

Evaluation of candidates for GS–5/7 grade levels is based largely on their academic career, with consideration also being given to any employment experience they may have had. When evaluating a candidate's academic record, consideration should be given to the extent to which the courses successfully completed contribute to the basic knowledge of industrial hygiene and related fields. Extra credit may be given for excess courses in chemistry, engineering, physics, or in closely related disciplines.

Examples of courses which are applicable to work in industrial hygiene are the following:

—Biological sciences: Zoology, Microbiology, Physiology, Parmacology, Toxicology, Immunology, Epidemiology, Biology.

—Engineering sciences: Fluid Dynamics, Thermodynamics, Strength of Materials, Statistics, Dynamics, Waste Treatment, Structures, Hydraulics, Electrical Circuits, Servo-Mechanics, Power Systems, Unit Operations.

—Industrial engineering: Operations Research, Plant Layout, Quality Control, Time and Motion Studies, Production Methods, Ergonomics, Computer Science.

—Industrial hygiene: Acoustics and Noise Control, Ventilation—Local and General, Instrumentation, Aerosol Technology,

Health Hazard Recognition, Respiratory Protection, Health Hazard.

—Mathematical sciences: Algebra, Trigonometry, Analytical Geometry, Calculus, Differential Equations, Statistics, Evaluation.

—Physical sciences: Physics, Sound and Wave Motion, Light, Electricity and Electron Physics, Mechanics, Nuclear Physics, Heat, Meteorology, Mineralogy, Inorganic Chemistry, Organic Chemistry, Biochemistry, Physical Chemistry, Analytical Chemistry, Quantitative Analysis, Qualitative Analysis.

In addition to the sciences and engineering, a basic knowledge of written and oral communications and of management theories and principles is useful in the practice of industrial hygiene. Examples, of courses which may be considered in the evaluation of candidates are the following:

—Liberal arts: Composition and Rhetoric, Technical Writing, Public Speaking, Teaching/Training, Communications.

—Management sciences: Management, Finance, Accounting, Economics, Marketing, Law, Insurance, Labor Relations.

Because of variations in course titles and in the college departments in which the courses are offered, a brief description of the course may have to be supplied by the applicant for evaluation.

Candidates for positions at GS–9 and above

For positions at these levels, evaluation of undergraduate college training is less important than the consideration of graduate education and professional work experience. The same factors that are used to evaluate the undergraduate academic record may also be used to evaluate the graduate record.

It may be desirable to have the professional industrial hygiene, or closely related, experience evaluated by panels of industrial hygienists of high standing in their field who have had some training in examining qualifications and appraising the significance of experience and achievement.

The evaluation of a candidate's work experience should consider its nature and significance, its relationship to the requirements of the position, and whether it has involved the performance of professional work of increasing difficulty and complexity, and the assumption of more responsibility.

Candidates may be evaluated for active membership in and presentations before professional organizations, for participation in seminars and study groups, for technical publications, patents, awards, or similar achievements. Technical publications should be evaluated for their contribution to advancing knowledge in industrial hygiene, rather than on their quantity alone.

Candidates for positions at GS–9 and above should also be evaluated for ability to plan work, skill in interpersonal relationships, ability to write clear and accurate technical reports, ability to manage a project or a program, or similar skills.

For positions of Industrial Hygiene and Safety Managers the evaluation of managerial experience should take into account the scope of the industrial hygiene and/or related functions or programs for which the candidate has been responsible and the relationship of this experience to the position to be filled.

Certification by the American Board of Industrial Hygiene (ABIH) may be considered in evaluating the level of competence of the candidate. Full-professional certification generally requires completion of an appropriate baccalaureate program, a minimum of 5 years of professional practice, and successful completion of the appropriate examination offered by the Board. Some of the general and specialized areas of industrial hygiene for which certification may be obtained are the following:

1. Industrial Hygienist-In Training—This type of certification may be obtained after one year of full-time practice in industrial hygiene under the close supervision of an industrial hygienist, and a knowledge of the basic principles of industrial hygiene as demonstrated by successful completion of the core examination of-

fered by the Board. (This certification may also be appropriate for ranking purposes at the GS–7 entry level.)

2. Comprehensive Practice which examines for:

a. knowledge of potentially hazardous agents in the working environment (chemical, biological, particulate, electromagnetic radiations, acoustical, ergonomic factors, and similar matters);

b. knowledge required in the evaluation of the working environment, including analytical chemistry, biochemical indices of exposure, PVT (pressure, volume, and temperature) calculations, and statistical methods;

c. knowledge of hygienic standards, TLV's and potential injurious effects on workers, nuisances and property damage, U.S. Federal acts and regualtions relating to occupational health;

d. knowledge of industrial operations which may result in exposure to toxic or physical agents, atmospheric pollution, meteorology, waste disposal, water pollution, and consumer hazards;

e. knowledge of occupational health hazard controls, epidemiology, ventilation, specific methods for particular agents, basic principles, legal factors, history, education, and literature.

3. Chemical Aspects which examines for such in-depth knowledge as chemical reactions, analytical procedures, and monitoring methods used for determining the nature and magnitude of health hazards.

4. Toxicological Aspects which covers facts and experimental methods in toxicology, biochemistry, physiology, pathology, and allied medical sciences.

5. Air Pollution Aspects which examines for knowledge of pertinent toxicology, chemistry, and engineering facets of air pollution.

6. Engineering Aspects which covers such subjects as ventilation, air sampling, physical factors in the environment, personal protective equipment, and engineering control methods.

7. Acoustical Aspects which requires, as demonstration of competency in this specialty, full membership in the Institute of Noise Control Engineering and passing of the ABIH core examination.

8. Radiological Aspects which requires certification by the American Board of Health Physics.

9. The American Board of Industrial Hygiene provides the opportunity to obtain certification to those individuals who do not hold a college degree but who have demonstrated competence in the practice of industrial hygiene which was gained through appropriate experience and other methods. Such certification by the ABIH is a method by which candidates, applying for entry into the occupation under Paragraph B of the Basic Requirements For All Positions, may demonstrate full professional competence.

PHYSICAL REQUIREMENTS

Most positions involve moderate physical exertion, including carrying equipment, standing, walking, bending, and climbing stairs and ladders to moderate heights. Occasional work in confined spaces may also be required. Industrial hygienists must be able to operate sampling equipment, adjust dials and controls, and read fine scales, meters, and gauges in order to obtain accurate measurements and representative samples. The industrial hygienist works in an environment involving periodic exposure to a variety of unpleasant and potentially hazardous conditions, including high noise levels, toxic chemicals, temperature extremes, extended periods of walking and standing, and carrying a considerable amount of equipment. Protective clothing and equipment is required in some situations. The industrial hygienist must be physically capable of working safely with sampling equipment in performing the functions described above, while wearing protective clothing and equipment, especially respiratory equipment, and while working under these unpleasant and potentially hazardous conditions.

Applicants must be physically and mentally able to efficiently perform the essential functions of the positions without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

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UNITED STATES
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Handbook X–118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 182

November 1980

1. The standard for the Civil Rights Analysis Series, GS–160, supersedes the standard for the Equal Opportunity Series, GS–160, issued in May 1972. New titles, series coverage, and qualifications guidance have been added. The Equal Opportunity Series, GS–160, of May 1972, is being replaced by three new series: the Civil Rights Analysis Series, GS–160; the Equal Employment Opportunity Series, GS–260; and the Equal Opportunity Compliance Series, GS–360.

2. The standard for the Equal Employment Opportunity Series, GS–260, supersedes the standard for the Equal Opportunity Series, GS–160, issued in May 1972. New titles, series coverage, and qualifications guidance have been added.

3. The standard for the Equal Opportunity Compliance Series, GS–360, supersedes the standard for the Equal Opportunity Series, GS–160, issued in May 1972. New titles, series coverage, and qualifications guidance have been added.

4. The standard for the Equal Opportunity Assistance Series, GS–361, is new. Positions were formerly covered by a variety of standards covering one-grade interval positions.

5. This revises the standard for Subject-Matter Positions Involving Equal Employment Opportunity Collateral Assignments, issued in June 1972, to provide guidance on qualification requirements and on defining equal opportunity collateral assignments.

TABLE OF CHANGES

Remove	Issue date	Insert
GS–160, Equal Opportunity Series (all pages)	May 1972	GS–160, Civil Rights Analysis Series GS–260, Equal Employment Opportunity Series GS–360, Equal Opportunity Compliance Series GS–361, Equal Opportunity Assistance Series
Subject-Matter Positions Involving EEO Collateral Assignments (all pages)	June 1972	Subject-Matter Positions Involving EEO Collateral Assignments

CIVIL RIGHTS ANALYSIS SERIES

Civil Rights Analyst GS–5/15
Supervisory Civil Rights Analyst, GS–11/15

DESCRIPTION OF WORK

This series includes positions concerned with planning, conducting, and reporting descriptive social science research in the field of civil rights and equal opportunity when the paramount qualification requirement for the position includes a broad knowledge of the field of civil rights, ability to apply accepted documentary and field research techniques to study issues and policies affecting civil rights, consulting skill, and a high degree of writing and oral communication skill. Positions in this series typically involve research into specialized technical fields such as voting rights, public accommodations, equal employment, or labor relations requiring specialized knowledge of a subject-matter area in addition to a broad knowledge of civil rights.

For further information about the nature of the work performed, see the position classification standard for this series. The criteria in the classification standard, and in particular, the benchmark descriptions, should be helpful in evaluating the *level of experience* a candidate has gained outside of the Federal Government, or in any other position outside of the General Schedule.

HOW TO USE THIS STANDARD

STEP ONE: Analyze the position to be filled. Determine the major duties and responsibilities of the position, prepare a complete and accurate position description in Factor Evaluation System (FES) format, and classify the position.

STEP TWO: Identify the job-related knowledges, skills, and abilities required by the position to be filled. Only those elements required by the position to be filled will be used for evaluating candidates. Properly classified civil rights analyst positions require the knowledges and skills described in this standard for the appropriate grade level. Additional selective factors and quality ranking factors may be needed. (See *SELECTIVE PLACEMENT* below.)

STEP THREE: Determine the extent to which each applicant possesses the required knowledges, skills, and abilities. The process of identifying and evaluating evidence of applicants' possession of required knowledges and skills requires the rater to be knowledgeable about the position and to use sound judgment in evaluating the evidence of required qualifications. It also requires skill in identifying evidence from various sources. The following sources are generally acceptable:

(1) job application;
(2) supplemental application form;
(3) employment vouchers from former supervisors, teachers, and others; and
(4) interview reports.

WRITTEN TESTS

None.

MINIMUM EXPERIENCE REQUIREMENTS

Minimum time requirements have been established in this standard. For example, except for authorized educational substitutions, a minimum of three years acceptable experience is required for GS–5. Also, a minimum of one year of experience of the appropriate quality level and kind is required for most higher graded positions. This minimum experience requirement ensures that each applicant will have a period of time to both develop *and* demonstrate the required knowledges and skills. This requirement gives the employing agency minimum assurance that the applicant can do the work of the position. It also provides each applicant with an equal minimum amount of time to demonstrate possession of the required knowledges and skills.

In general for positions above GS–5, the *minimum length* of relevant experience required is only *one year**. However, the kind and level of this experience must have demonstrated possession of the required kinds and qualities of knowledges and skills.

*However, two years of technical assistance work experience at GS–5 or above is required for GS–7. (See Requirements for GS–7, paragraph B, below.)

Applicants are considered to possess minimum qualifications if they have the following levels and amount of satisfactory work performance *in the same line of work:*

—For grades GS–7 through GS–11**, at least one year of experience comparable to the second lower grade in the Federal Service (e.g., one year in the GS–9/GS–10 range is required for GS–11).

—For grades GS–12 and above, at least 1 year of experience at a level of difficulty comparable to that of the next lower grade in the Federal Service.

In determining if applicants possess the required knowledges and skills for a particular grade level, consider *all* paid and unpaid experience, education, and training whether or not it occurred during the minimum one year of experience. All knowledges and skills demonstrated during an applicant's work and education history should be considered to determine if they are of the appropriate kind and level.

*Requirements for GS–5.****

Applicants must meet the requirements of A, B, or C below:

A. Three years of experience (including one year equivalent to GS–4) in administrative, investigative, technical, or other responsible work that demonstrated possession of the skills required to learn and progress in work typical of this series.

OR

B. Successful completion of a full 4-year course in an accredited college or university leading to a bachelors degree in any field. (This level of education is acceptable evidence of possession of all the skills required for GS–5.)

OR

C. Any time equivalent combination of experience and education defined in A and B above. In combining education with experience, an academic year of study is considered equivalent to 9 months experience.

The total creditable experience and/or education described in A or C above *must* have demonstrated possession of *ALL OF THE FOLLOWING SKILLS:*

1. *Skill in writing.* This includes skill in writing factual reports (including analyses and conclusions) that are clear, concisely stated, logically organized, and understandable by the audience for which they are intended.

   This skill may be demonstrated by:

   a. experience that involved writing investigative reports or other kinds of reports which present facts, analyses of facts, and conclusions;
   b. work experience writing straight news, features, or editorials for a newspaper or other publication;
   c. completion of all academic requirements for a bachelor's degree; or
   d. other equivalent demonstration of writing skill.

2. *Skill in oral expression.* This includes the skill to express oneself clearly, concisely, and logically in one-to-one interviews, group meetings, and oral presentations before groups.

   This skill may be demonstrated by:

   a. work experience in which interviewing or other forms of oral expression are critical to successful performance such as classroom teaching, social work, counseling, some secretarial work typical of the GS–318 series, some police work typical of the GS–083 series, or investigative work typical of the GS–1810 or GS–1811 series in the General Schedule;
   b. one or more college level courses in such areas as speech, public speaking, etc.;
   c. performance in a structured employment interview designed to measure this skill; or

**In the event any positions are filled at GS–6, one year of experience at the GS–5 or equivalent level is required.

***Applicants who meet the requirements of GS–7 also qualify for GS–5 or GS–6.

d. other equivalent demonstration of this skill.

3. *Skill in investigating and analyzing problems.* This includes skill in determining sources of information, gathering the information through systematic review of general and specialized references, and from individuals through interviewing, assembling, interpreting, and evaluating a large number of facts to define a problem, identify root causes, and arrive at a solution.

This skill may be demonstrated by:

a. work experience requiring this skill such as newspaper reporting, substantive investigative work or research assistance work;

b. work in a wide variety of fields which involved the application of problem analysis techniques (e.g. describing a problem, identifying possible causes of the problem, collecting evidence, testing the possible causes, deciding on the most likely cause, and prescribing a solution to fit the problem). Skill in problem analysis may be directed to problems related to people, things, or data. Therefore, this skill may have been demonstrated in jobs as varied as social work support, instructor, instructional assistance, engineering technician, product inspection, statistical assistance, or other kinds of problem solving work;

c. successful completion of a college level course, or independent study at an equivalent level, that involved the preparation of research papers for which extensive gathering and analysis of data was required (e.g., library research or interviewing for information); or

d. other equivalent demonstration of this skill.

4. *Skill to read, understand, interpret, and explain technical material such as written regulations, laws, or court decisions.* This includes the ability to interpret the specialized language of laws and regulations in the context in which they were written, to quickly gain an understanding of their meaning, to apply them to a variety of specific factual situations, and to be able to clearly explain their meaning to persons unfamiliar with the particular body of laws or regulations.

The skill may be demonstrated by:

a. legal clerical or legal secretarial work that involved explaining the contents of legal documents to the general public. (Typing legal documents does not meet this requirement.);

b. substantive clerical or technical assistance work in insurance, banking, Federal personnel administration, military personnel administration, Federal income tax, employment assistance, welfare or public assistance, or similar work that involved reading and understanding repair or operating manuals, or technical or substantive regulations well enough to apply them to a variety of factual situations, or to explain them to the general public;

c. technician work or research support work in engineering, the physical sciences, or social sciences that required reading and understanding complex technical material;

d. one or more college level courses in areas such as constitutional law, business law, administrative law, or similar courses; or

e. other equivalent demonstration of this skill.

5. *Skill in meeting and working effectively with persons regardless of their socioeconomic backgrounds.* This includes skill in dealing and communicating with men and women of various racial and ethnic backgrounds and socioeconomic strata of society. This element measures potential skill in dealing effectively with a variety of

persons such as university presidents, corporation managers, politicians, lawyers, factory workers, students, teachers, unemployed or disadvantaged persons, or representatives of community or civil rights organizations.

This skill may be demonstrated by paid or volunteer work experience or educational experiences that involved working contacts with men and women of different races, ethnic origins, and persons who hold both high and low positions in organizational or institutional hierarchies. Many kinds of public contact work may demonstrate this skill from working as a receptionist to serving as a recreational assistant.

Requirements for GS–7

Applicants must meet the requirements of A, B, C, or D below:

A. One year of satisfactory performance in a GS–5 or equivalent trainee position in any line of work that leads to the performance of analytical, interpretative, and judgmental work (e.g. two-grade interval work in the General Schedule).

OR

B. Two years of experience doing technical assistance work (one-grade interval work in the General Schedule, or equivalent):
   (1) that is *closely related* to the position to be filled such as work typical of the Equal Opportunity Assistance Series, GS–361. (See the position classification standard for that series.); and
   (2) that is equivalent in level of difficulty to GS–5 or above in the General Schedule.

OR

C. Superior Academic Achievement as defined in Part II, Section III of this Handbook.

OR

D. One full academic year of graduate study in any field or one academic year leading to a *Bachelor of Law* or *Doctor Juris* degree.

The total creditable experience or education described in A, B, C, or D above must have demonstrated possession of all of the skills required for GS–5 (above). However, possession of higher levels of these skills will have been more clearly demonstrated by concrete work accomplishments, post-graduate education achievement, or unusual scholarship.

Requirements for GS–9.

Applicants must meet the requirements of A or B below:

A. One year of experience involving work of an analytical nature at the GS–7 or equivalent level in civil rights or a related field such as political science, economics, law, sociology, education, or other field related to the position to be filled.

OR

B. Two full academic years of graduate study, or completion of all requirements for a master's degree, or equivalent degree in an academic field or fields directly related to the position being filled, or completion of two academic years leading to a *Bachelor of Law* or *Doctor Juris* degree. (See *Graduate Education.*)

The creditable experience or education described above *must* have demonstrated possession of the following:

1. *Developed skill in writing.* This includes skill in organizing, writing, and proofing written material in a variety of formats including narrative reports, memoranda, and letters for a variety of audiences; skill in organizing principles, concepts, and facts in a logical manner appropriate to the subject and the intended audience; and skill in presenting the material clearly, accurately, and concisely.

   This skill may be demonstrated by:

   a. experience in a position which required regular assignments to write in a vari-

ety of formats for diverse audiences including investigations, research work, public information work, newspaper reporting, position classification, or any of a wide variety of similar positions in the General Schedule, or other equivalent positions outside the General Schedule;

b. a college undergraduate major or minor in English, journalism, or similar fields;

c. several graduate courses in English, journalism, or similar fields; or

d. other equivalent demonstrations of skill in writing.

2. *Developed skill in investigating and analyzing problems.* This includes skill in identifying the most appropriate sources of information; skill in obtaining information by referencing library sources, files, or other documents; skill in interviewing or questioning persons to obtain or clarify facts and opinions, to identify issues or problems, to develop working hypotheses, to select and use an appropriate analytical technique, to identify and evaluate relevant facts to draw reasoned conclusions, or to clearly present and defend findings in writing or orally.

This skill may be demonstrated by:

a. experience in a position which required this skill such as equal opportunity complaint investigating, management analysis, social science analysis, position classification, computer systems analysis, or a wide variety of similar kinds of work;

b. undergraduate or graduate education in the social sciences, physical sciences, engineering, or other fields that demonstrated this skill; or

c. other equivalent experience or education that demonstrated this skill.

3. *Research skill.* This includes skill in conducting documentary and field research. It involves searching, evaluating, and analyzing reference materials, identifying and obtaining information through surveys, questionnaires, or interviews, developing and testing hypotheses, and selecting and using appropriate research tools.

This skill may be demonstrated by education that included the preparation of one or more research papers equivalent to a master's thesis, or equivalent research work in government or the private sector.

4. *Knowledge of the causes and operation of social and institutional barriers to equal opportunity and civil rights in a relevant area e.g., employment, housing, education, voting rights, etc.* Knowledge of the principles and methods of inquiry of social science or of the field directly related to the work to be performed e.g., employment, urban planning, education, etc.

This knowledge may be demonstrated by work experience or graduate education in the directly related discipline or occupation.

Requirements for GS–11.

Applicants must meet the requirements of A or B below:

A. One year of experience at GS–9 or equivalent level performing analytical, interpretive and judgmental work in civil rights, or equal opportunity, or other field that involved work directly related to the position to be filled (e.g., political science, sociology, history, economics, law, or other related field).

OR

B. Completion of all of the academic requirements for a doctoral degree in a field directly related to the position to be filled. (See *Graduate Education.*)

The total creditable experience or education described in A or B above must have demonstrated:

1. *Research skill.* This includes skill in conducting documentary and field research. It involves searching, critically evaluating, and analyzing reference materials; identi-

fying and obtaining information through surveys, questionnaires, or interviews; developing and testing hypotheses; developing and using research tools; and clearly communicating the results in writing. This includes skill in using social science research tools and evaluating existing research to produce a unique research product.

This skill may be demonstrated by completion of a doctoral dissertation, journal articles, or private or government research that produced new knowledge.

2. *Knowledge of the causes and operation of social and institutional barriers to equal opportunity and civil rights in a relevant area e.g., employment, housing, education, voting rights, etc.* This includes indepth knowledge of civil rights, a social science discipline, an interdisciplinary area, or other field directly related to work of the position. This includes a thorough knowledge of institutional behavior patterns that can be related to studies of discrimination.

This knowledge may be demonstrated by substantive experience working in the field, by performing research in the field, or by teaching in the field (e.g., work in planning for labor negotiations and administering labor agreements for positions concerned with equal opportunity in employment or in union membership).

Requirements for GS–12 and GS–13

Applicants must have at least one year of experience performing work equivalent to the next lower grade that demonstrated possession of the following:

1. *Research skill.* This includes skill in conducting documentary and field research. It involves searching, critically evaluating, and analyzing reference materials; identifying and obtaining information through surveys, questionnaires, or interviews; developing and testing hypotheses; and developing and using research tools.

This also includes skill in planning and conducting research in the social sciences, business, employment, or other relevant fields and skill in applying research techniques.

This skill may be demonstrated by research work that included presenting scholarly papers at conferences, supervising doctoral dissertations, publishing innovative research in journals, or equivalent work in government, industry, or educational institutions.

AND

2. Knowledge of one or more civil rights areas such as voting rights, equal education, equal employment, or similar areas or knowledge of a discipline directly related to the problems to be studied. The required quality of knowledge at these levels is such that the applicant is able to make authoritative findings and conclusions and policy recommendations concerning sensitive national civil rights problems and issues.

Requirements for GS–14 and above.

Applicants must have at least one year of experience performing work equivalent to the next lower grade that demonstrated possession of the following:

1. *Expert research skill and knowledge.* Recognized expert knowledge and skill in designing, planning, conducting, and evaluating social science research and defending results. This includes mastery of a wide range of social science research methods and techniques and skill in applying them to a variety of problems and adapting them to meet specialized research needs. This also includes recognized skill in the overall design of research studies to meet the highest standards of scientific inquiry.

AND

2. Expert knowledge of an academic field or interdisciplinary area sufficient to conduct advanced research and make and defend

authoritative recommendations concerning national policies related to specific civil rights issues.

GRADUATE EDUCATION

Graduate education is considered directly related to the position being filled *only* if it demonstrated possession of the knowledges and skills needed for successful performance of the essential work of the position. However, the graduate study may be supplemented by other education, training, or experience which as a whole demonstrated ability to do the essential work of the position.

Examples of fields of graduate education that may satisfy the requirements for positions at GS–7, or GS–9, or GS–11 may include: Political Science, Civil Rights, the Social Sciences, Law, Housing, Education, Urban Affairs, Public or Business Administration, Labor Relations, Personnel, Economics, History or others as required.

SELECTIVE PLACEMENT

Because of the broad range of studies conducted by civil rights analysts, selective factors may be appropriate for filling many positions. Job related selective factors may be constructed in these cases. Spanish speaking skill is an example of a selective factor that may be used for positions in this series at any grade level where appropriate. At higher grade levels (e.g., GS–11 and above), selective factors may be used to restrict consideration to applicants with knowledge directly related to the issue areas to be studied.

PHYSICAL REQUIREMENTS—ALL LEVELS

Applicants and employees must be physically and mentally able to perform efficiently the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

SUPERVISORY POSITIONS

Use the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III of Handbook X–118 in conjunction with this standard.

BASIS OF RATING

All candidates will be rated on a scale of 100. The basis of rating will be an evaluation of the candidate's experience, education, and training in relation to the duties of the position to be filled. Work experience and relevant course work above the minimum required for a particular position at a particular grade level will be considered in ranking qualified applicants based on the relatedness of the work experience or courses to the position's required knowledges and skills. Rating will be based on statements in the application form, any supplemental information forms, and any additional evidence received. A written test is not required.

Candidates should be ranked in relation to the "fit" between their specific areas of knowledge and the specific knowledges necessary to

understand and perform the work of the particular position being filled. Candidates for positions at GS–9 and above also should be ranked according to the quality of their substantive accomplishments, especially their research products.

REQUIREMENTS FOR MOTOR VEHICLE OPERATION

For positions requiring operation of a motor vehicle, applicants must either hold, or obtain within 30 days of employment, appropriate State and U.S. Government motor vehicle operator's permits.

EQUAL EMPLOYMENT OPPORTUNITY SERIES

Equal Employment Specialist, GS–5/15
Equal Employment Manager, GS–11/15
Supervisory Equal Employment Specialist, GS–11/15

DESCRIPTION OF WORK

This series includes positions developing, administering, evaluating, or advising on the Federal Government's internal equal employment opportunity program within various Federal agencies when the position requires knowledge of Federal equal employment opportunity (EEO) regulations and principles; compliance and enforcement skills; administrative, management, and consulting skills; and a general knowledge of Federal personnel administration. This includes managers or coordinators of special emphasis programs designed to solve the specialized employment problems of women, Hispanic people, veterans, the handicapped, workers over age forty, and others as they relate to Federal employment.

For further information about the nature of the work performed by employees in the Equal Employment Opportunity Series, see the position classification standard. The criteria in the classification standard, and in particular, the benchmark descriptions, should be helpful in evaluating the level of experience a candidate has gained outside of the Federal Government, or in any other position outside of the General Schedule.

HOW TO USE THIS STANDARD

STEP ONE: Analyze the position to be filled. Determine the major duties and responsibilities of the position, prepare a complete and accurate position description in Factor Evaluation System (FES) format, and classify the position.

STEP TWO: Identify the job-related knowledges, skills, and abilities required by the position to be filled. Only those elements required by the position to be filled will be used for evaluating candidates. Properly classified positions require the knowledges and skills described in this standard for the appropriate grade level. Additional selective factors and quality ranking factors may be needed. (See *SELECTIVE PLACEMENT* below.)

STEP THREE: Determine the extent to which each applicant possesses the required knowledges, skills, and abilities. The process of identifying and evaluating evidence of applicants' possession of required knowledges and skills requires the rater to be knowledgeable about the position and to use sound judgment in evaluating the evidence of required qualifications. It also requires skill in identifying evidence from various sources. The following sources are generally acceptable:

(1) job application;
(2) supplemental application form;
(3) employment vouchers from former supervisors, teachers, and others; and
(4) interview reports.

Optional checklists are provided in Appendix A and Appendix B to assist you with the job analysis.

CAREER MOBILITY

One year of successful work experience in positions in the Civil Rights Analysis Series, GS–160, or the Equal Opportunity Compliance Series, GS–360, is considered to be sufficient evidence of the possession of the required minimum knowledges and skills for positions at the next higher level in this series except for specialized knowledge required by selective factors.

WRITTEN TESTS

None.

MINIMUM EXPERIENCE REQUIREMENTS

Minimum time requirements have been established in this standard. For example, except for authorized educational substitutions, a minimum of three years acceptable experience is required for GS–5. Also, a minimum of one year of experience of the appropriate quality level and kind is required for positions at GS–7 and above. This minimum experience requirement ensures that each applicant will have a period of time to both develop *and* demonstrate the required knowledges and skills. This requirement gives the employing agency minimum assurance that the applicant can do the work of the position. It also provides each applicant

with an equal minimum amount of time to demonstrate possession of the required knowledges and skills.

In general for positions above GS–5, the *minimum length* of relevant experience required is only *one year* *. However, the kind and level of this experience must have demonstrated possession of the required kinds and qualities of knowledges and skills.

Applicants are considered to possess minimum qualification if they have the following levels and amount of satisfactory work performance *in the same line of work:*

—For grades GS–7 through GS–11**, one year of experience comparable to the second lower grade in the Federal Service (e.g. one year in the GS–9/10 range is required for GS–11).

—For grades GS–12 and above, at least one year of experience at a level of difficulty comparable to that of the next lower grade in the Federal Service.

In determining if applicants possess the required knowledges and skills for a particular grade level, consider *all* paid and unpaid experience, education, and training whether or not it occurred during the minimum one year of experience. Knowledge and skills demonstrated throughout an applicant's work and education history should be considered to determine if they are of the appropriate kind and level.

*Requirements for GS–5****

Applicants must meet the requirements of A, B, or C below:

A. Three years of experience (including one year equivalent to GS–4) in administrative, investigative, technical, or other responsible work that demonstrated possession of the skills required to learn and progress in work typical of this series.

OR

B. Successful completion of a full 4-year course in an accredited college or university leading to a bachelor's degree in any field (this level of education is acceptable evidence of possession of all of the skills required for GS–5).

OR

C. Any time equivalent combination of experience and education defined in A and B above. In combining education with experience, an academic year of study is considered equivalent to 9 months experience.

The total creditable experience and/or education described in A or C above *must* have demonstrated possession of the following:

1. *Skill in writing.* This includes skill in writing factual reports (including analyses and conclusions) that are clear, concisely stated, logically organized, and understandable by the audience for which they are intended.

   This skill may be demonstrated by:

   a. work experience that involved writing investigative reports or other kinds of reports which present facts, analyses of facts, and conclusions;
   b. work experience writing straight news, features, or editorials for a newspaper or other publication;
   c. completion of a "senior paper" equivalent to a Junior or Senior level college course; or
   d. other equivalent demonstration of writing skill.

2. *Skill in oral expression.* This includes the skill to express oneself clearly, concisely, and logically in one-to-one interviews, group meetings, and oral presentations before groups.

   This skill may be demonstrated by:

   a. work experience in which interviewing, or other forms of oral expression are critical to successful performance such as classroom teaching, social work, counseling, some secretarial work typical of

* However, *two years* of technical assistance work experience at GS–5 or above is required for GS–7. (See Requirements for GS–7, below.)

** In the event any positions are filled at GS–6, one year of experience at the GS–5 or equivalent level is required.

*** Applicants who meet the requirements of GS–7 also qualify for GS–5 or GS–6.

the GS–318 series, some police work typical of the GS–083 series, or investigative work typical of the GS–1810 or GS–1811 series in the General Schedule;

b. several college level courses in such areas as speech, public speaking, etc.;

c. performance in a structured employment interview designed to measure this skill; or

d. other equivalent demonstration of skill in oral presentation.

3. *Skill in investigating and analyzing problems.* This includes skill in determining sources of information, gathering the information through systematic review of general and specialized references, and from individuals through interviewing, assembling, interpreting, and evaluating a large number of facts to define a problem, identify root causes, and arrive at a solution.

This skill may be demonstrated by:

a. work experience requiring this skill such as newspaper reporting, substantive investigative work, or research assistance work;

b. work in a wide variety of fields which involved the application of problem analysis techniques (e.g., describing a problem, identifying possible causes of the problem, collecting evidence, testing the possible causes, deciding on the most likely cause, and prescribing a solution to fit the problem). Skill in problem analysis may be directed to problems related to people, things, or data. Therefore, this skill may have been demonstrated in jobs as varied as social work support, instructor, instructional assistance, engineering technician, product inspection, statistical assistance, or other kinds of problem solving work;

c. successful completion of several college level courses, or independent study at an equivalent level, that involved the preparation of research papers for which extensive gathering and analysis of data was required (e.g., library research or interviewing for information); or

d. other equivalent demonstration of this skill.

4. *Skill to read, understand, interpret, and explain technical material such as written regulations, laws, or court decisions.* This includes the ability to interpret the specialized language of laws and regulations in the context they were written, to quickly gain an understanding of their meaning, to apply them to a variety of specific factual situations, and to be able to clearly explain their meaning to persons unfamiliar with the particular body of laws or regulations.

This skill may be demonstrated by:

a. legal clerical or legal secretarial work that involved explaining the contents of legal documents to the general public. (Typing legal documents does not meet this requirement);

b. substantive clerical or technical assistance work in insurance, banking, Federal personnel administration, military personnel administration, Federal income tax, employment assistance, welfare or public assistance, or similar work that involved reading and understanding technical or substantive regulations, or repair or operating manuals well enough to apply them to a variety of factual situations, or to explain them to the general public;

c. technician or research support work in engineering, the physical sciences, or social sciences that required reading and understanding complex technical material;

d. one or more college level courses in areas such as constitutional law, business law, administrative law, or similar courses; or

e. other equivalent demonstration of this skill.

5. *Skill in meeting and working effectively with persons regardless of their socioeconomic backgrounds.* This includes skill in dealing and communicating with men and women of various racial and ethnic backgrounds and socioeconomic strata of society. This element measures potential skill in dealing effectively with a variety of persons such as university presidents, corporation managers, politicians, lawyers, factory workers, students, teachers, unemployed or disadvantaged persons, or representatives of community or civil rights organizations.

   This skill may be demonstrated by paid or volunteer work experience or educational experiences that involved working contacts with men and women of different races, ethnic origins, and persons who hold both high and low positions, in organizational or institutional hierarchies. Many kinds of public contact work may demonstrate this skill from working as a receptionist to serving as a recreational assistant.

Requirements for GS–7.

Applicants must meet the requirements of A, B, C, or D below:

A. One year of satisfactory performance at the GS–5 or equivalent trainee position in any line of work that leads to the performance of analytical, interpretative, and judgmental work (e.g., two-grade interval work in the General Schedule).

B. Two years of experience doing technical assistance work (one-grade interval work in the General Schedule, or equivalent) that is:

   (1) *closely related* to the position to be filled such as work typical of the Equal Opportunity Assistance Series, GS–361 (see the position classification standard for that series); and

   (2) equivalent in level of difficulty to GS–5 or above in the General Schedule.

OR

C. Superior Academic Achievement as defined in Part II, Section III of this Handbook.

OR

D. One full academic year of graduate study in any field or one academic year leading to a *Bachelor of Law* or *Doctor Juris* degree.

The total creditable experience or education described in A, B, C, or D above must have demonstrated possession of all of the skills required for GS–5 (above). However, possession of higher levels of these skills will have been more clearly demonstrated by concrete work accomplishments, post-graduate education achievement or unusual scholarship.

Requirements for GS–9.

Applicants must meet the requirements of A or B below:

A. One year of experience involving work of an analytical nature in a GS–7 or equivalent position in equal opportunity or a related field such as personnel management, management analysis, or other field related to the position to be filled.

OR

B. Two full academic years of graduate study, or completion of all requirements for master's degree, or equivalent degree in an academic field or fields directly related to the position being filled, or completion of two academic years leading to a *Bachelor of Law* or *Doctor Juris* degree. (*See Graduate Education.*)

The creditable experience or education described above *must* have demonstrated possession of the following:

1. *Developed skill in writing.* This includes skill in organizing, writing, and proofing written material in a variety of formats including narrative reports, memoranda, and letters for a variety of audiences; skill in organizing principles, concepts, and facts in a logical manner appropriate to the subject and the intended audience; and

skill in presenting the material clearly, accurately, and concisely.

This skill may be demonstrated by:

a. experience in a position which required regular assignments to write in a variety of formats for diverse audiences including investigations, research work, public information work, newspaper reporting, position classification, or any of a wide variety of similar positions in the General Schedule, or other equivalent positions outside the General Schedule;
b. a college undergraduate major or minor in English, journalism, or similar fields;
c. several graduate courses in English, journalism, or similar fields; or
d. other equivalent demonstrations of skill in writing.

2. *Developed skill in investigating and analyzing problems.* This includes skill in identifying the most appropriate sources of information; skill in obtaining information by referencing library sources, files, or other documents; skill in interviewing or questioning persons to obtain or clarify facts and opinions, to identify issues or problems, develop working hypotheses, select and use an appropriate analytical technique, identify and evaluate relevant facts to draw reasoned conclusions, and clearly present and defend findings in writing or orally.

This skill may be demonstrated by:

a. experience in a position which required this skill such as equal opportunity complaint investigating, management analysis, social science, physical science, position classification, computer systems analysis, or a wide variety of similar kinds of work;
b. undergraduate or graduate education in the social sciences, physical sciences, engineering, or other fields that demonstrated this skill; or
c. other equivalent experience or education that demonstrated this skill.

3. *Skill in making personal contacts.* This includes skill in dealing effectively with persons holding opposing positions on issues by clearly and persuasively presenting a position, listening to and understanding the other person's position, compromising and/or agreeing when it is appropriate, and standing fast and arguing persuasively when that course is appropriate.

This skill may be demonstrated by:

a. experience in any of a wide variety of positions that require face to face resolution of substantial differences such as labor contract negotiation (e.g., as a member of a union negotiating team), informal EEO complaint resolution (e.g., as an EEO counselor), or other demonstrations of this skill;
b. education which demonstrated this skill such as an undergraduate major or minor in speech, college debating experience, or several college courses in law or other fields that involved oral presentations and oral arguments by the student; or
c. other equivalent demonstration of negotiating skill.

4. *Knowledge of the principles, practices, laws, regulations, and methods of Federal EEO.* Knowledge of the objectives of Federal EEO and potential to rapidly acquire detailed knowledge of the law, regulations, policies, complaint processing procedures, and methods of developing affirmative action plans.

Applicants may demonstrate this potential by successful performance in certain management, administrative, or policy related positions such as positions in the Management Analysis, Program Analysis, Personnel Management, or Budget Analysis Series, or similar positions in the General Schedule, or equivalent positions outside the General Schedule. Such experience must have included regular, substantial involvement in EEO.

5. *Knowledge of personnel management policies and practices.* General knowledge of personnel management and potential to rapidly learn the broad principles of merit staffing, position classification, labor relations, grievances, and employee appeals.

   Applicants may demonstrate this potential by successful performance in a variety of supervisory, or staff positions that require knowledge of Federal personnel administration, or personnel administration in State and local government, or in the private sector, or by successful completion of a college level course in personnel administration or general management.

6. *Knowledge of the particular employment problems faced by women, minorities, veterans, the handicapped, workers over age forty, or other relevant classes of persons.* This includes a knowledge of the range of attitudes of managers and supervisors toward women and minorities, and specialized problems of certain classes of employees, e.g., employed women who are raising children. This also includes a general knowledge of the availability in the labor market of women, minorities, veterans, the handicapped, or others, with various types of skills.

   This knowledge may be gained through supervisory experience, recruiting experience, employment counseling experience, specialized training, or other work or academic experience that involved consideration and solution of the special problems faced by women and other classes as employees and seekers of employment.

Requirements for GS–11.

Applicants must have at least one year of experience performing work of an analytical, interpretative, and judgmental nature. For GS–11 level positions, one year of experience must have been at the GS–9 or equivalent level. This experience must have demonstrated possession of the following:

1. *Knowledge of the principles, practices, laws, regulations, and methods of Federal EEO.* This includes knowledge of the complaints processing procedures, employee and management rights and responsibilities, and requirements for developing affirmative action plans.

   Applicants may demonstrate this level of knowledge through experience performing equal employment opportunity work in the public or private sectors, or through closely related experience in positions such as management analysis, financial management, training, labor relations, employment, position classification, or by performing technical EEO work in labor unions, or civil rights organizations.

2. *Knowledge of personnel policies and practices.* Knowledge of personnel systems including an understanding of the major principles and concepts of merit staffing, position classification, labor relations, and appeals and grievances. At this level, this includes knowing when to obtain expert assistance on technical personnel related problems, and how to obtain the correct information.

   Applicants may demonstrate possession of this knowledge through successful performance of EEO work requiring this knowledge, or work in one or more personnel specializations that demonstrated broad knowledge of personnel management, or experience in a supervisory, managerial, management analyst, or similar position that demonstrated this knowledge. Applicants may have gained this knowledge through experience in either the private or public sector.

3. *Skill in analyzing organizational policies and practices to identify barriers to EEO and to propose solutions to EEO problems.* Skill in analyzing agency practices and policies in personnel management and other areas that affect EEO, e.g., skill in

identifying underrepresented classes of employees in specific career ladders, identifying the causes of underrepresentation, and developing and proposing strategies for solving the problem.

Applicants may demonstrate this skill through experience conducting problem oriented organization or management analysis studies, by developing detailed EEO affirmative action plans, or by similar work.

4. *Knowledge of the particular employment problems faced by women and minorities, veterans, the handicapped, workers over age forty, or other relevant classes of persons.* This includes a knowledge of the range of attitudes of managers and supervisors toward women and minorities, and specialized problems of certain classes of employees, e.g., employed women who are raising children. This also includes a general knowledge of the availability in the labor market of women, minorities, veterans, the handicapped, etc., with various types of skills.

   This knowledge may be gained through equal opportunity experience, supervisory experience, recruiting experience, employment counseling experience, specialized training, or other work or academic experience that involved consideration and solution of the special problems faced by women and other classes as employees and seekers of employment.

5. *Skill in program management* (required for positions that include program management responsibility). Skill in managing a project or program, setting priorities, coordinating the efforts of other workers from different organizations, defining objectives based on available resources, setting priorities and evaluating progress toward objectives.

   This skill may be demonstrated by experience performing technical, administrative, or professional work that involved planning, coordinating, and evaluating work performed by other workers. Experience may be gained as a supervisor, team leader or as an individual worker whose assignments require the assistance of other workers.

Requirements for GS–12 and above.

Applicants must have at least one year of experience performing work of an analytical, interpretative, and judgmental nature at the next lower grade in the General Schedule (or equivalent) that demonstrated possession of the following:

1. *Knowledge of the principles, practices, law, regulations, and methods of EEO.* Broad and detailed knowledge of equal employment opportunity principles, practices, policies, and methods sufficient to develop programs and policies, evaluate EEO effectiveness of agency programs, provide on-the-spot advice, and integrate EEO program objectives of the employing organization.

   This knowledge may be demonstrated by substantial experience and achievements in the field of EEO. Substantial achievements and experience in the field of EEO may include successfully managing an EEO program for an organization, developing, approving, and monitoring detailed affirmative action plans for organizations, developing broad EEO policies and regulations, regularly evaluating the effectiveness of EEO programs, making technical recommendations for findings in complex EEO complaint cases, or similar experience that demonstrates that the applicant can apply a broad knowledge of EEO concepts, principles, regulations, and procedures to solve difficult problems and to make significant technical decisions.

2. *Knowledge of personnel policies and practices.* Knowledge of personnel systems including merit principles, recruitment, selection, job evaluation, pay, benefits, labor relations, grievance procedures, and appeals processes. At this level, applicants

should understand the basic principles of personnel systems, their implications for equal employment opportunity, and ways of finding detailed information on particular issues (e.g., by referencing the Federal Personnel Manual, laws, or regulations). Applicants should be able to identify and analyze the underlying personnel administration issues of individual or systemic EEO problems.

Applicants may demonstrate possession of this knowledge through successful performance of EEO work requiring this knowledge or technical work in personnel administration. Applicants may have gained this knowledge through experience in either the private or public sector.

3. *Skill in analyzing organizational policies and practices to identify barriers to EEO and to propose solutions to EEO problems.* Skill in analyzing agency practices and policies in personnel management and other areas that affect EEO, e.g., skill in identifying underrepresented classes of employees in specific career ladders, identifying the causes of underrepresentation, and developing and proposing strategies for solving the problem.

Applicants may demonstrate this skill through experience conducting problem oriented organizational or management analysis studies, by developing detailed EEO affirmative action plans, or by similar work.

4. *Knowledge of the particular employment problems faced by women and minorities, the handicapped, veterans, workers over age forty, or other relevant classes of persons.* This includes a knowledge of the range of attitudes of managers and supervisors toward women and minorities, and specialized problems of certain classes of employees, e.g., employed women who are raising children. This also includes a general knowledge of the availability in the labor market of women and minorities with various types of skills.

This knowledge may be gained through supervisory experience, recruiting experience, employment counseling experience, specialized training or other work or academic experience that involved consideration and solution of the special problems faced by women and other relevant classes as employees and seekers of employment.

5. *Program management skills* (required for positions that include program management responsibility). Skill in developing, planning, directing, and evaluating broad equal employment opportunity programs covering many varied subordinate organizations with multiple layers, and, *typically*, skilled in meeting program objectives by coordinating resources controlled by other managers.

This skill may be demonstrated by experience that involved coordinating, leading, or directing other workers performing technical, administrative, or professional work; establishing program objectives or goals and assessing progress toward their achievement; adjusting schedules and activities to meet unanticipated requirements; integrating work products of several offices or organizations; assessing advantages and disadvantages of various courses of actions; and making decisions.

GRADUATE EDUCATION

Graduate education is considered directly related to the position being filled *only* if it demonstrated possession of the knowledges and skills needed for successful performance of the essential work of the position. However, the graduate study may be supplemented by other education, training, or experience which as a whole demonstrates ability to do the essential work of the position. A degree in one apparently related field may not provide knowledges and skills critical to success on the job. For example, graduate study in a women's studies program appears directly related to positions of Federal women's program managers. However, Federal women's program manager positions

require knowledge and skill to analyze employment policies and practices in Federal agencies. Therefore, a degree in women's studies must have either included or been supplemented by education or experience that demonstrated knowledge of management and/or employment practices.

The following are *examples* of graduate fields that may satisfy the requirements for positions at GS–7 or GS–9.

Type of Position	*Graduate Study Field*
Equal Employment Specialist concerned specifically with women's employment issues.	Business or Public Administration, Law, Personnel, Labor or Industrial Relations; *OR* Women's Studies supplemented by experience or education in Personnel, Labor or Industrial Relations, or Business or Public Administration.
Equal Employment Manager concerned with management of total affirmative action programs.	Business or Public Administration, Personnel or Industrial Relations, Law, or other fields that included substantial course material relating to employment, management, civil rights, labor markets, or similar areas.

SELECTIVE PLACEMENT

Some positions require subject-matter knowledge of a specialized nature, or specialized skills not described in this standard. Job related selective factors may be constructed in these cases. Spanish speaking skill is an example of a selective factor that may be used for positions in this series at any grade level where appropriate.

A specialized knowledge of the equal employment opportunity problems of a class or category of persons is another example of a selective factor that may be required when appropriate.

This knowledge may be demonstrated by a substantial period (e.g., 6 months or more) of paid or unpaid experience, or directly related graduate or undergraduate college education that shows that the applicant possesses detailed knowledge of the barriers to equal employment opportunity faced by specific classes or categories of persons, e.g., women, veterans, workers over age forty, handicapped persons, Hispanic people, American Indians, etc. For example, an applicant for a position of equal employment specialist GS–260–12, concerned with barriers to equal employment of Hispanic workers, may be required to possess paid or unpaid experience or education that clearly shows that the applicant understands the equal employment opportunity problems faced by Hispanic people in the United States and is familiar with their organized efforts to overcome them.

PHYSICAL REQUIREMENTS—ALL LEVELS

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

SUPERVISORY POSITIONS

Use the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III of Handbook X–118 in conjunction with this standard.

BASIS OF RATING

All candidates will be rated on a scale of 100. The basis of rating will be an evaluation of the candidate's experience, education, and training in relation to the duties of the position to be filled. Work experience and relevant course work above the minimum required for a particular position at a particular grade level will be considered in ranking qualified applicants based on the relatedness of the work experience or courses to the position's required knowledges and skills. Rating will be based on statements in the application form, any supplemental information forms, and any additional evidence received by the examining office. A written test is not required.

REQUIREMENTS FOR MOTOR VEHICLE OPERATION

For positions requiring operation of a motor vehicle, applicants must either hold, or obtain within 30 days of employment, appropriate State and U.S. Government motor vehicle operator's permits.

Appendix A

Optional Position Element Profile

Equal Employment Opportunity Series

Organization:

Title, series, grade: PD #

Element (KSA): *	Required (X)	Ranking Factor (X)	PD Reference
Basic requirements			
1. skill in writing			
2. skill in oral expression			
3. skill in investigating and analyzing problems			
4. skill in reading and interpreting technical material			
5. skill in working with persons of various socioeconomic backgrounds			
Other requirements:			
Element *Grade Level*			
1.			
2.			
3.			
4.			
5.			
Selective factors:			
1.			
2.			
3			
Specialized knowledge requirement:			

*KSA means knowledge, skill, or ability.

Appendix B

Optional Applicant Appraisal Form

Date: Applicant Name:

Position to be filled:

Organization:

Title, series and grade:

Required KSAs	Required Factor (X)	Ranking Factor (X)	Level (A, B, C, D, or E)	Comments
Basic elements:				
1. skill in writing				
2. skill in oral expression				
3. skill in investigating and analyzing problems				
4. skill in reading and interpreting technical material				
5. skill in working with persons of various socioeconomic backgrounds				
Additional elements:				
1.				
2.				
3.				
4.				
5.				
Selective factors:				
1.				
2.				
3.				
Specialized knowledge requirement:				

Required and Ranking factors:

Check the appropriate column to indicate if each KSA is required or is being used to rank applicants, or is both a required and ranking factor. Most KSA's listed on Appendix B will be required KSAs. Some will be both required and ranking factors. Occasionally a KSA may be used only to rank applicants.

Level Codes for each knowledge or skill:

A.—Little knowledge or skill in this area.

B.—Had study or training in this area.

C.—Used this knowledge or skill, but was closely supervised.

D.—Used this knowledge or skill on own, under normal supervision.

E.—High level of proficiency with respect to this knowledge or skill. Considered an expert in use of this knowledge or skill. Can use it to perform difficult or highly specialized tasks.

EQUAL OPPORTUNITY COMPLIANCE SERIES

Equal Opportunity Specialist, GS–5/15
Supervisory Equal Opportunity Specialist, GS–11/15

DESCRIPTION OF WORK

This series includes positions performing, supervising or managing analytical, evaluative, and interpretive work in the enforcement of civil rights or equal opportunity laws, orders, and regulations. Work typical of this series includes investigation and/or conciliation of allegations of discrimination, and equal opportunity compliance reviews of firms, public agencies, and other institutions. Positions in this series require investigative, factfinding, analytical, conciliation, and negotiation skills, and knowledge of the civil rights and equal opportunity laws, regulations, and related court decisions being enforced, and skill in interpreting them in specific situations.

For further information about the nature of the work performed by employees in the Equal Opportunity Compliance Series, see the position classification standard. The criteria in the classification standard, and in particular, the benchmark descriptions, should be helpful in evaluating the level of experience a candidate has gained outside of the Federal Government, or in any other position outside of the General Schedule.

HOW TO USE THIS STANDARD

STEP ONE: Analyze the position to be filled. Determine the major duties and responsibilities of the position, prepare a complete and accurate position description in Factor Evaluation System (FES) format, and classify the position.

STEP TWO: Identify the job-related knowledges, skills, and abilities required by the position to be filled. Only those elements required by the position to be filled will be used for evaluating candidates. Properly classified positions require the knowledges and skills described in this standard for the appropriate grade level. Additional selective factors and quality ranking factors may be needed. (See *SELECTIVE PLACEMENT* below.)

STEP THREE: Determine the extent to which each applicant possesses the required knowledges, skills, and abilities. The process of identifying and evaluating evidence of applicants' possession of required knowledges and skills requires the rater to be knowledgeable about the position and to use sound judgment in evaluating the evidence of required qualifications. It also requires skill in identifying evidence from various sources. The following sources are generally acceptable:

(1) job application;
(2) supplemental application form;
(3) employment vouchers from former supervisors, teachers, and others;
(4) interview reports.

Optional checklists are provided in Appendix A and Appendix B to assist you with the job analysis.

CAREER MOBILITY

Successful work experience in positions in the Civil Rights Analysis Series, GS–160, or the Equal Employment Opportunity Series, GS–260, may be qualifying for positions at the next higher level in this series depending on the similarity between the knowledges and skills gained in the former position and required by the position to be filled.

WRITTEN TESTS

None.

MINIMUM EXPERIENCE REQUIREMENTS

Minimum time requirements have been established in this standard. For example, except for authorized educational substitutions, a minimum of three years acceptable experience is required for GS–5. Also, a minimum of one year of experience of the appropriate quality level and kind is required for most higher graded positions. This minimum experience requirement ensures that each applicant will have a period of time to both develop *and* demonstrate the required knowledges and skills. This requirement gives the employing agency minimum assurance that the applicant can do the work of the position. It also provides each applicant with

an equal minimum amount of time to demonstrate possession of the required knowledges and skills.

In general for positions above GS–5, the *minimum length* of relevant experience required is only *one year**. However, the kind and level of this experience must have demonstrated possession of the required kinds and qualities of knowledges and skills.

Applicants are considered to possess minimum qualifications if they have the following levels and amount of satisfactory work performance *in the same line of work:*

—For grades GS–7 through GS–11** at least one year of experience comparable to the second lower grade in the Federal Service (e.g., one year in the GS–9/10 range is required for GS–11).

—For grades GS–12 and above, 1 year of experience at a level of difficulty comparable to that of the next lower grade in the Federal Service.

In determining if applicants possess the required knowledges and skills for a particular grade level, consider *all* paid and unpaid experience, education, and training whether or not it occurred during the minimum one year of experience. Knowledges and skills demonstrated throughout an applicant's work and education history should be considered to determine if they are of the appropriate kind and level.

*Requirements for GS–5.****

Applicants must meet the requirements of A, B, or C below:

A. Three years of experience (including one year equivalent to GS–4) in administrative, investigative, technical, or other responsible work that demonstrated possession of the skills required to perform work typical of this series;

OR

B. Successful completion of a full 4-year course in an accredited college or university leading to a bachelor's degree in any field. (This level of education is acceptable evidence of possession of all of the skills required for GS–5.);

OR

C. Any time equivalent combination of experience and education defined in A and B above. In combining education with experience, an academic year of study is considered equivalent to 9 months experience.

The total creditable experience and/or education described in A or C above must have demonstrated possession of the following:

1. *Skill in writing.* This includes skill in writing factual reports (including analyses and conclusions) that are clear, concisely stated, logically organized, and understandable by the audience for which they are intended.

   This skill may be demonstrated by:

   a. work experience that involved writing investigative reports or other kinds of reports which present facts, analyses of facts, and conclusions;
   b. work experience writing straight news, features, or editorials for a newspaper or other publication;
   c. completion of a "senior paper" equivalent to a Junior or Senior level college course; or
   d. other equivalent demonstration of writing skill.

2. *Skill in oral expression.* This includes the skill to express oneself clearly, concisely, and logically in one-to-one interviews, group meetings, and oral presentations before groups.

   This skill may be demonstrated by:

   a. work experience in which interviewing, or other forms of oral expression are

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*However, *two years* of technical assistance work experience at GS–5 or above is required for GS–7. (See Requirements for GS–7, paragraph B, below.)

**In the event any positions are filled at GS–6, one year of experience at the GS–5 or equivalent level is required.

***Applicants who meet the requirements for GS–7 also qualify for GS–5 or GS–6.

critical to successful performance such as classroom teaching, social work, counseling, some secretarial work typical of the GS–318 series, some police work typical of the GS–083 series, or investigative work typical of the GS–1810 or GS–1811 series in the General Schedule;

b. college level courses in such areas as speech, public speaking, etc.;

c. performance in a structured employment interview designed to measure this skill; or

d. other equivalent demonstration of skill in oral presentation.

3. *Skill in investigating and analyzing problems.* This includes skill in determining sources of information, gathering the information through systematic review of general and specialized references, and from individuals through interviewing, assembling, interpreting, and evaluating a large number of facts to define a problem, identify root causes, and arrive at a solution.

This skill may be demonstrated by:

a. work experience requiring this skill such as newspaper reporting, investigative work, or research assistance work;

b. work in a wide variety of fields which involved the application of problem analysis techniques (e.g., describing a problem, identifying possible causes of the problem, collecting evidence, testing the possible causes, deciding on the most likely cause, and prescribing a solution to fit the problem). Skill in problem analysis may be directed to problems related to people, things, or data. Therefore, this skill may have been demonstrated in jobs as varied as social work support, instructor, instructional assistance, engineering technician, product inspection, statistical assistance, or other kinds of problem solving work;

c. successful completion of several college level courses, or independent study at an equivalent level, that involved the preparation of research papers for which extensive gathering and analysis of data was required (e.g., library research or interviewing for information); or

d. other equivalent demonstration of this skill.

4. *Skill to read, understand, interpret, and explain technical material such as written regulations, laws, or court decisions.* This includes the ability to interpret the specialized language of laws and regulations in the context they were written, to quickly gain an understanding of their meaning, to apply them to a variety of specific factual situations, and to be able to clearly explain their meaning to persons unfamiliar with the particular body of laws or regulations.

This skill may be demonstrated by:

a. legal clerical or legal secretarial work that involved explaining the contents of legal documents to the general public (Typing legal documents does not meet this requirement.);

b. substantive clerical or technical assistance work in insurance, banking, Federal personnel administration, military personnel administration, Federal income tax, employment assistance, welfare or public assistance, or similar work that involved reading and understanding operating or repair manuals, or technical or substantive regulations well enough to apply them to a variety of factual situations, or to explain them to the general public;

c. technician work in engineering, the physical sciences, or social science research that required reading and understanding complex technical material;

d. a college level course in areas such as constitutional law, business law, administrative law, or similar courses; or

e. other equivalent demonstration of this skill.

5. *Skill in meeting and working effectively with persons regardless of their socioeconomic backgrounds.* This includes skill in dealing and communicating with men and women of various racial and ethnic backgrounds and socioeconomic strata of society. This element measures potential skill in dealing effectively with a variety of persons such as university presidents, corporation managers, politicians, lawyers, factory workers, students, teachers, unemployed or disadvantaged persons, or representatives of community or civil rights organizations.

This skill may be demonstrated by paid or volunteer work experience or educational experiences that involved working contacts with men and women of different races, ethnic origins, and persons who hold both high and low positions in organizational or institutional hierarchies. Many kinds of public contact work may demonstrate this skill from working as a receptionist to serving as a recreational assistant.

Requirements for GS–7.

Applicants must meet the requirements of A, B, C, or D below:

A. One year of satisfactory performance in a GS–5 or equivalent trainee position in any line of work that leads to the performance of analytical, interpretative, and judgmental work (e.g., two-grade interval work in the General Schedule);

OR

B. Two years of experience doing technical assistance work (one-grade interval work in the General Schedule, or equivalent):

(1) that is *closely related* to the position to be filled such as work typical of the Equal Opportunity Assistance Series, GS–361 (See the position classification standard for that series.); and

(2) that is equivalent in level of difficulty to GS–5 or above in the General Schedule;

OR

C. Superior Academic Achievement as defined in Part II, Section III of this Handbook;

OR

D. One full academic year of graduate study in any field or one year leading to a *Bachelor of Law* or *Doctor Juris* degree.

The total creditable experience or education described in A, B, C, or D above must have demonstrated possession of all of the skills required for GS–5 (above). However, possession of higher levels of these skills will have been more clearly demonstrated by concrete work accomplishments, post-graduate education achievement, or unusual scholarship.

Requirements for GS–9.

Applicants must meet the requirements of A or B below:

A. One year of experience involving work of an analytical nature in a GS–7 or equivalent position in equal opportunity or a related field such as management analysis, program analysis, investigation, personnel administration, education, housing, or other field related to the position to be filled;

OR

B. Two full academic years of graduate study, or completion of all requirements for master's degree, or equivalent degree in an academic field or fields directly related to the position being filled, or completion of two academic years leading to a *Bachelor of Law* or *Doctor Juris* degree. (*See Graduate Education.*)

The creditable experience or education described above *must* have demonstrated possession of the following:

1. *Developed skill in writing.* This includes skill in organizing, writing, and proofing written material in a variety of formats

including narrative reports, memoranda, and letters for a variety of audiences; skill in organizing principles, concepts, and facts in a logical manner appropriate to the subject and the intended audience; and skill in presenting the material clearly, accurately, and concisely.

This skill may be demonstrated by:

a. experience in a position which required regular assignments to write in a variety of formats for diverse audiences including investigations, research work, public information work, newspaper reporting, position classification, or any of a wide variety of similar positions in the General Schedule, or other equivalent positions outside the General Schedule;
b. a college undergraduate major or minor in English, journalism, or similar fields;
c. several graduate courses in English, journalism, or similar fields; or
d. other equivalent demonstrations of skill in writing.

2. *Developed skill in investigating and analyzing problems.* This includes skill in identifying the most appropriate sources of information; skill in obtaining information by referencing library sources, files, or other documents; skill in interviewing or questioning persons to obtain or clarify facts and opinions, to identify issues or problems, develop working hypotheses, select and use an appropriate analytical technique, identify and evaluate relevant facts to draw reasoned conclusions, and clearly present and defend findings in writing or orally.

This skill may be demonstrated by:

a. experience in a position which required this skill such as equal opportunity complaint investigating, management analysis, social science analysis, physical science research support, position classification, computer systems analysis, or a wide variety of similar kinds of work;
b. undergraduate or graduate education in the social sciences, physical sciences, engineering, or other fields that demonstrated this skill; or
c. other equivalent experience or education that demonstrated this skill.

3. *Skill in making personal contacts.* This includes skill in dealing effectively with persons holding opposing positions on issues by clearly and persuasively presenting a position, listening to and understanding the other person's position, compromising and/or agreeing when it is appropriate, and standing fast and arguing persuasively when that course is appropriate.

This skill may be demonstrated by:

a. experience in any of a wide variety of positions that require face to face resolution of substantial differences such as labor contract negotiation (e.g., as a member of a union negotiating team), informal equal employment opportunity complaint resolution (e.g., as an equal employment opportunity counselor), or other demonstrations of this skill;
b. education which demonstrated this skill such as an undergraduate major or minor in speech, college debating experience, or several college courses in law or other fields that involved oral presentations and oral arguments by the student; or
c. other equivalent demonstration of negotiating skill.

4. *Knowledge of the concepts, principles, and methods of the equal opportunity area or program in which the position is located;*

OR

Skill to learn the substantive knowledges, principles, concepts, and methods of a broad and directly related subject matter field. (Candidates for equal opportunity specialist positions at this level may or may not have had practical work experience in the equal opportunity field. Therefore, candidates should be evaluated on their knowledge of the principles, concepts, and methods of the field, or their

skill to rapidly acquire this knowledge.)

Possession of this knowledge, or the skill to acquire it is demonstrated by:

a. one year of successful work experience in a position at GS–7, or the equivalent outside the General Schedule, that involved knowledges similar to those of the position being filled (For example, the position in which the experience was gained requires knowledge of the same or similar laws, principles, regulations, and investigation, negotiation, or enforcement procedures and methods);

b. having developed knowledge of the principles, concepts, and methods of a directly related broad subject matter field. This includes: (1) successful completion of a broad education program similar to that described below under *Graduate Education*, or (2) work experience in a position at GS–7, or the equivalent outside the General Schedule, that involved analytical equal opportunity compliance work, or (3) work experience in a position at GS–7 or the equivalent outside the General Schedule in another directly related analytical occupation (e.g., management analysis or personnel administration.)

5. *Knowledge of the laws, regulations, and policies being enforced or administered.* General knowledge of the requirements of the laws, regulations, and/or policies being enforced, and sources for researching equal opportunity compliance principles and/or precedent decisions.

This knowledge may be demonstrated by work experience in civil rights or equal opportunity programs; legal or paralegal experience; substantive work experience in programs regulated by the civil rights laws, regulations, or policies being enforced; legal education; or postgraduate education.

Requirements for GS–11.

Applicants must have at least one year of experience performing work of an analytical, interpretative, and judgmental nature. For GS–11 level positions, one year of experience must have been at or above the GS–9 or equivalent level. This experience must have demonstrated possession of the following:

1. *Knowledge of the laws, regulations, and policies being enforced.* Knowledge of the laws, regulations, and/or policies being enforced including knowledge of the most significant precedent decisions and/or principles governing enforcement techniques or voluntary compliance techniques and skill in applying them in a variety of factual situations.

This knowledge may be demonstrated by experience in enforcing or administering civil rights or equal opportunity laws or regulations that are generally similar to those being administered or enforced by the position being filled.

2. *Investigative skills.* Skill in planning, conducting, and reporting on investigations having conflicting testimony and voluminous information. This requires skill in organizing and weighing evidence, and relating a number of facts to several complex issues.

OR

Skill in conducting organizational reviews of equal opportunity compliance. This skill may be demonstrated by experience in conducting broad or complex investigations in a variety of areas.

Requirements of GS–12 and above.

Applicants must have at least one year of experience performing work of an analytical, interpretative, and judgmental nature at the next lower grade in the General Schedule (or equivalent) that demonstrated possession of the following:

1. *Knowledge of laws, regulations and policies being enforced.* Broad and detailed knowledge of the body of laws, regulations, and policies enforced by the employing agency to the extent that the applicant can speak authoritatively for the agency

concerning substantive matters of major importance to the agency. This experience may be demonstrated by substantial accomplishments in a broad range of areas directly related to the enforcement of civil rights or equal opportunity laws, regulations, or policies, or equivalent experience.

2. *Investigative skills.* Skill in planning, conducting, and reporting on complex investigations having several related allegations, conflicting testimony, and voluminous information. This requires skill in organizing and weighing evidence, and relating a very large number of facts to several complex issues.

OR

Skill in conducting comprehensive organizational reviews of equal opportunity compliance. This skill may be demonstrated by experience in conducting broad or complex investigations in a variety of areas.

GRADUATE EDUCATION

Graduate education is considered directly related to the position being filled *only* if it demonstrated possession of the knowledges and skills needed for successful performance of the essential work of the position. However, the graduate study may be supplemented by other education, training, or experience which as a whole demonstrated ability to do the essential work of the position.

The following are *examples* of graduate fields that may satisfy the requirements for positions at GS–9:

Type of Position	*Graduate Study Field*[1]
Equal Opportunity Specialist managing broad fair housing and equal opportunity programs.	Urban studies, City Planning, Law, or Real Estate, supplemented by experience or education in Management or Administration.
Equal Opportunity Specialist involving investigation and conciliation of employment discrimination complaints; *OR* Equal Opportunity Specialist involving contract compliance reviews.	Law, Personnel, Labor or Industrial Relations, Business or Public Administration.
Equal Opportunity Specialist involving reviews of educational *and* other institutions.	Law, Business or Public Administration; *OR* Education, supplemented by experience or education in Business or Public Administration.

SELECTIVE PLACEMENT

Some positions require subject-matter knowledge of a specialized nature, or specialized skills not described in this standard. Job related selective factors may be constructed in these cases. Spanish speaking skill is an example of a selective factor that may be used for positions in this series at any grade level where appropriate. Selective factors may be required for positions at GS–9 and above that require additional specialized subject-matter knowledges.

Selective factors may be appropriate for positions that require a specialized knowledge of the equal opportunity problems of a class or category of persons, or specialized knowledge of a subject-matter field.

This knowledge may be demonstrated by a substantial period (e.g., 6 months) of paid or unpaid experience, or directly related graduate or undergraduate college education that shows

[1] Note: Consider the content of courses and academic areas rather than the titles or labels applied to them.

that the applicant possesses detailed knowledge of the barriers to equal opportunity in a specific area, e.g., housing, or knowledge of the barriers to equal opportunity faced by specific classes or categories of persons, e.g., women, veterans, handicapped persons, etc. For example, an applicant for a position of Equal Opportunity Specialist, GS–360–12, concerned with the special employment problems of the handicapped, may be required to possess paid or unpaid experience or education that clearly shows that the applicant understands the equal opportunity problems faced by handicapped people in the United States and is familiar with techniques of resolving these problems.

PHYSICAL REQUIREMENTS—ALL LEVELS

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but it is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

SUPERVISORY POSITIONS

Use the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III of Handbook X–118 in conjunction with this standard.

BASIS OF RATING

All candidates will be rated on a scale of 100. The basis of rating will be an evaluation of the candidate's experience, education, and training in relation to the duties of the position to be filled. Work experience and relevant course work above the minimum required for a particular position at a particular grade level will be considered in ranking qualified applicants based on the relatedness of the work experience or courses to the position's required knowledges and skills. Rating will be based on statements in the application form, any supplemental information forms, and any additional evidence received by the examining office. A written test is not required.

REQUIREMENTS FOR MOTOR VEHICLE OPERATION

For positions requiring operation of a motor vehicle, applicants must either hold, or obtain within 30 days of employment, appropriate State and U.S. Government motor vehicle operator's permits.

Appendix A

Optional Position Element Profile

Equal Opportunity Compliance Series

Organization:

Title, series, grade: PD #

Element (KSA):*	Required (X)	Ranking factor (X)	PD reference
Basic requirements:			
1. skill in writing			
2. skill in oral expression			
3. skill in investigating and analyaing problems			
4. skill in reading and interpreting technical material			
5. skill in working with persons of various socioeconomic backgrounds			
Other requirements:			
Element *Grade Level*			
1			
2			
3.			
4.			
5.			
Selective factors:			
1.			
2.			
3.			
Specialized knowledge requirement:			

*KSA means knowledge, skill, or ability.

Appendix B

Optional Applicant Appraisal Form

Date: Applicant Name:

Position to be filled:

Organization: _____
Title, series and grade: _____

Required KSAs	Required factor (X)	Ranking factor (X)	Level (A, B, C, D, or E)	Comments
Basic elements:				
1. skill in writing				
2. skill in oral expression				
3. skill in investigating and analyzing problems				
4. skill in reading and interpreting technical material				
5. skill in working with persons of various socioeconomic backgrounds				
Additional elements:				
1.				
2.				
3.				
4.				
5.				
Selective factors:				
1.				
2.				
3.				
Specialized knowledge requirement:				

Required and Ranking factors:

Check the appropriate column to indicate if each KSA is required or is being used to rank applicants, or is both a required and ranking factor. Most KSA's listed on Appendix B will be required KSAs. Some will be both required and ranking factors. Occasionally a KSA may be used only to rank applicants.

Level Codes for each knowledge or skill:

A.—Little knowledge or skill in this area.
B.—Had study or training in this area.
C.—Used this knowledge or skill, but was closely supervised.
D.—Used this knowledge or skill on own, under normal supervision.
E.—High level of proficiency with respect to this knowledge or skill. Considered an expert in use of this knowledge or skill. Can use it to perform difficult or highly specialized tasks.

EQUAL OPPORTUNITY ASSISTANCE SERIES

Equal Opportunity Assistant, GS–4 and above
Supervisory Equal Opportunity Assistant, GS–5 and above

DESCRIPTION OF WORK

This series includes positions supervising or performing technical work in support of equal opportunity and civil rights programs or activities. The paramount qualification requirement is a practical knowledge of the methods, procedures, regulations, and purposes of the equal opportunity or civil rights function the position supports. These positions do not require the broad knowledge of equal opportunity and civil rights principles, or the depth of skill in analysis, interpretation, and decision-making characteristic of the Equal Opportunity Compliance, Equal Employment Opportunity or Civil Rights Analysis Series.

For further information about the nature of the work performed by employees in the Equal Opportunity Assistance Series, see the position classification standard. The criteria in the classification standard including the benchmark descriptions, should be helpful in evaluating the level of experience a candidate has gained outside of the Federal Government, or in any position outside of the General Schedule.

HOW TO USE THIS STANDARD

STEP ONE: Analyze the position to be filled. Determine the major duties and responsibilities of the position, prepare a complete and accurate position description in Factor Evaluation System (FES) format, and classify the position.

STEP TWO: Identify the job-related knowledges, skills, and abilities required by the position to be filled. Only those elements required by the position to be filled will be used for evaluating candidates. Properly classified positions require the knowledges and skills described in this standard for the appropriate grade level. Additional selective factors and quality ranking factors may be needed. (See *SELECTIVE PLACEMENT* below.)

STEP THREE: Determine the extent to which each applicant possesses the required knowledges, skills, and abilities. The process of identifying and evaluating evidence of applicants' possession of required knowledges, skills, and abilities requires the rater to be knowledgeable about the position, and to use sound judgment in evaluating the evidence of required qualifications. It also requires skill in identifying evidence from various sources. The following sources are generally acceptable:

(1) job application (SF–171);
(2) supplemental application form;
(3) employment vouchers from former supervisors, teachers, and others; and
(4) interview reports.

A written test may not be used to evaluate applicants.

Optional checklists are provided in Appendix A and Appendix B to assist you with the job analysis.

MINIMUM EXPERIENCE REQUIREMENTS

Minimum time requirements have been established in this standard. The minimum experience requirement insures that each applicant will have a period of time to both develop *and* demonstrate the required knowledges and skills. This requirement gives the employing agency minimum assurance that the applicant can do the work of the position. It also provides each applicant with an equal minimum amount of time to demonstrate possession of the required knowledges and skills.

Note: A substitution of education for experience is provided below for GS–4. *No* substitution of education for experience is provided for GS–5 and above.

Note: The *minimum length* of relevant experience required for positions in this series is *one year*. However, the kind and level of this experience must have demonstrated possession of the required kinds and qualities of knowledges and skills.

Requirements for GS–4

Applicants must meet the requirements of A, B, or C below:

A. One year of paid or voluntary work experience equivalent to the GS–3 level;

OR

B. Successful completion of 2 full academic years in an accredited college or university in any subject area, or equivalent study in an educational institution above the high school level;

OR

C. Any time equivalent combination of experience and education defined in A and B above.

The total creditable experience and/or education described in A, B, or C, must have demonstrated possession of the following:

1. Knowledge of basic grammar, vocabulary, spelling, and composition to write simple letters, and memoranda;
2. Skill in understanding and following instructions;
3. Skill in working under pressure to meet deadlines;
4. Skill in planning, organizing, and completing a variety of concurrent work assignments; and
5. Skill in meeting and dealing effectively with the general public and persons doing business with the employing agency. (This includes the potential to develop skills in oral communication and listening to interview persons such as witnesses, complainants, and respondents.)

The following kinds of experience are *examples* of work which *may* provide the required knowledge and skills:

—Secretarial or general clerical work which involved typing and proofing correspondence or reports, and personal contacts with visitors or callers to an office or establishment that involved obtaining factual information from the visitor or caller;

—Active participation in social work, social service, recreational, civic, political, community, religious, or other programs that involved interviewing or counseling *and* required accurate recordkeeping, clear writing, and correct grammar.

Requirements for GS–5 and GS–6

One year of successful performance equivalent to the next lower grade in this series which demonstrated that the applicant possesses the following:

1. Knowledge of equal opportunity laws and regulations pertinent to the position to be filled (e.g. sufficient to assist complainants in filing charges);
2. Skill in interviewing persons from diverse social, economic, and ethnic backgrounds;
3. Skill in evaluating and organizing facts, extracting relevant information from various sources (documents and interviews), and comparing information to applicable regulations or guidelines;
4. Skill in reading, understanding, and interpreting a variety of regulations (e.g., skill in quickly learning the agency's jurisdiction and State fair employment agencies' jurisdiction for deferral of cases).

The following kinds of experience are *examples* of work which *may* provide the required knowledge and skills:

—Technical work or substantive clerical work in fair employment practices agencies or Federal equal opportunity programs which involved applying agency regulations to a variety of factual situations; analysis of facts to arrive at conclusions based on regulations; writing letters, memoranda, or reports, and interviewing;

—Technical work or substantive clerical work in a field closely related to the position to be filled provided that the experience involved applying regulations, analyzing facts, and writing. For example, experience as a Staffing Assistant, GS–203, may demonstrate the knowledges, skills, and abilities required for an Equal Opportunity Assistant position in an equal employment opportunity (EEO) compliance or internal Federal EEO program.

REQUIREMENTS FOR GS–7 AND ABOVE

One year of successful performance equivalent to equal opportunity assistant work at the

next lower grade level which demonstrated that the applicant possesses the following:

1. Detailed knowledge of the specific laws and/or regulations being enforced (e.g., Title VII of the Civil Rights Act of 1964, as amended), or equivalent knowledge of the requirements, procedures, and objectives of the employing office sufficient to provide indepth technical assistance to equal employment opportunity specialists and/or complainants. For example, knowledge to assist EEO complainants in drafting complaints and to assist in obtaining information from other parties in the complaint;
2. Detailed knowledge of the employing agency's equal opportunity or civil rights program and its relationship to other agencies and programs. For example, knowledge of fair employment practices (FEP) statutes, and FEP agencies' jurisdiction and procedures;
3. Skill in factfinding and analysis (e.g., skill in developing interrogatories and analyzing responses);
4. (For positions in equal opportunity compliance programs) Broad knowledge of the equal opportunity compliance process such as the steps in investigating, conciliating, and adjudicating complaints, and the relationship between these steps;
5. (For positions performing research for program evaluation support work) knowledge of and skill in applying a variety of statistical and/or analytical tools or methods related to the position being filled.

For example, the following work *may* provide the required knowledge and skill:

—Technical work in the program in which the position is being filled, or technical work in closely related programs which required detailed knowledge of the laws and regulations being enforced and/or the technical requirements and procedures of the program.

SELECTIVE PLACEMENT

For certain positions, selective criteria directly related to the position to be filled may be appropriate. For example, fluency in conversational Spanish or other languages may be required for certain positions at any grade level.

PHYSICAL REQUIREMENTS

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

SUPERVISORY POSITIONS

Use the qualification standard for "Supervisory Positions in General Schedule Occupations" in Part III of Handbook X–118 in conjunction with this standard.

BASIS OF RATING

All candidates will be rated on a scale of 100. The basis of rating will be an evaluation of the candidate's experience, education, and training in relation to the duties of the position to be filled. Work experience and relevant course work above the minimum required for a particular position at a particular grade level will be considered in ranking qualified applicants based on the relatedness of the work experience or courses to the position's required knowledges and skills. Ratings will be based on statements in the application form, any supplemental information forms, and any additional evidence received by the examining office. A written test is not required.

REQUIREMENTS FOR MOTOR VEHICLE OPERATION

For positions requiring operation of a motor vehicle, applicants must either hold, or obtain within 30 days of employment, appropriate State and U.S. Government motor vehicle operator's permits.

Appendix A

OPTIONAL POSITION PROFILE

Employing Organization:

Title, series, and grade: Position number:

(1) List knowledges, skills, abilities and other characteristics of the position (KSAs)	(2) Required factor (X)	(3) Ranking factor (X)	(4) PD reference:

(See following page for instructions on use of this form)

USING THE POSITION PROFILE

NOTE: It is not necessary to conduct a detailed job analysis and develop a POSITION PROFILE for every position you fill. Once it is developed, a POSITION PROFILE may be used again for substantially similar positions at the same grade level.

—Complete identifying information at the top of the page.

—Column (1): After analyzing and evaluating the position to be filled and before evaluating applicants' qualifications, list the knowledges, skills, abilities, and other characteristics (KSAs) of the position.

—Columns (2) and (3): Check (X) the appropriate column(s) to show whether each KSA is (a) required for satisfactory performance, (b) a ranking factor, or (c) both required and a ranking factor. Required KSAs are necessary for satisfactory performance. Persons who do not possess these elements to a reasonable degree generally cannot do the work of the position. Ranking factors are KSAs that distinguish between qualified and potentially superior workers.

—Column (4): Show the page and paragraph of the position description that describes the duty or responsibility that support the KSA.

—After analyzing and evaluating the position to be filled and before evaluating the qualifications of individual applicants, compare the list of the position's *required* KSAs with the required KSAs in this standard for positions at the same grade level. If they are in substantial agreement go on to the next step, evaluating applicants' qualifications for the position. If the required KSAs in this standard are not found to be required by the position being filled, either the position is misclassified and must be classified in another series or grade, *or* a waiver of qualifications must be approved.

Appendix B

OPTIONAL APPLICANT APPRAISAL

Date: Name of candidate:	Position being filled (title, series, and grade):			
(1) Knowledges, skills, abilities and other characteristics of the position (KSAs), from the POSITION PROFILE, Appendix A)	(2) Required factor (X)	(3) Ranking factor (X)	(4) Level (A, B, C, D, or E)	(5) Source of evidence of other comment

(See instructions on use of this form)

USING THE APPLICANT APPRAISAL FORM:

—Prepare a separate applicant appraisal for each applicant.

—Complete identifying information at the top of the page.

—Column (1): List the KSAs of the position being filled from the POSITION PROFILE, Appendix A.

—Columns (2) and (3): check (X) the appropriate column(s) to show whether each KSA is (a) required for satisfactory performance, (b) a ranking factor, or (c) both required and a ranking factor.

—Column (4): Code each KSA according to the degree to which the applicant has demonstrated possession of the KSA. Use the following definitions:

A.—Little knowledge or skill in this area.

B.—Had some study or training in this area, or is generally familiar with this area.

C.—Used this knowledge or skill, but was closely supervised.

D.—Used this knowledge or skill on own, under normal supervision.

E.—High level of proficiency with respect to this knowledge or skill. Considered an expert in use of this knowledge or skill. Can use it to perform difficult or highly specialized tasks.

—Column (5): Show the source of information that the applicant has the knowledge, skill, or ability (e.g. "SF—171, most recent position"); and/or give your reason for your conclusion.

—Applicants with "C", or better on all required elements are qualified.

SUBJECT-MATTER POSITIONS INVOLVING EQUAL EMPLOYMENT OPPORTUNITY COLLATERAL ASSIGNMENTS (For inservice placement actions only).*

Coverage

These qualification requirements cover Federal equal employment opportunity (EEO) *collateral duties only.* Collateral equal opportunity duties are assigned to employees who are not new to the organization. Therefore, this standard applies to inservice placement actions only. Employees assigned such collateral duties must, of course, have met the qualification requirements for their primary subject-matter duties and responsibilities which form the basis for the classification of their positions.

DEFINITION

EEO collateral assignments are official EEO duties and responsibilities assigned to an employee *in addition* to the primary duties and responsibilities of the position the employee occupies.

EEO ASSIGNMENTS NOT COVERED BY THIS STANDARD

If an EEO assignment has any of the following characteristics it is not a collateral assignment and this standard may not be used:

(1) The EEO assignment controls the grade of the position. (Guidance for determining if an assignment is grade controlling is in the General Introduction, Background, and Instructions of the Position-Classification Standards, Section II, E, pp. 24–26, "Mixed-Grade Positions Under the Classification Act of 1949".)

(2) The EEO assignment is the primary reason for establishing or continuing the position.

(3) The EEO assignment is intended to be a permanent assignment.

*NOTE: To be filed in Handbook X–118 immediately following the qualification standard for the Equal Opportunity Assistance Series, GS–361.

DOCUMENTING EEO COLLATERAL ASSIGNMENTS

EEO assignments that meet any of the above criteria are *not collateral duties*, and should be treated as continuing regular assignments. The position must be classified according to position classification principles including principles for classifying mixed-grade positions. If the official EEO assignment results in a promotion, agency merit promotion procedures must be followed; time-in-grade requirements must be met; the employee must meet qualification requirements for the grade level and series of the resulting new position; and the nature of the promotion action must be consistent with the intended duration of the assignment. Agencies must comply with adverse action regulations if removal of a permanent EEO assignment from a position results in a reduction in grade level or pay.

Official EEO duties and responsibilities assigned to employees on a collateral basis must be described in the official position description that covers the position the employee occupies. This documentation reflects the formal qualification requirements imposed on the position by the EEO collateral assignment, and permits a determination that there is no grade level effect of the collateral assignment.

Before EEO collateral duties are assigned to any employee the agency should make a reasonable effort to determine if the assignment will affect the grade level of the position, or otherwise constitute a noncollateral assignment.

BASIC QUALIFICATION REQUIREMENTS FOR ALL COLLATERAL EEO ASSIGNMENTS

In addition to meeting the qualification requirements of the series and grade of the basic subject-matter assignments, employees who receive EEO collateral assignments should possess the following basic knowledges and skills:

—An understanding of how agency policies and practices affect the equal employment opportunities of all employees;

—An understanding of the intent and basic goals of the laws and regulations governing Federal equal employment opportunity;

—An understanding of the particular employment problems of underutilized persons and classes in the workforce and labor market, particularly racial and ethnic minorities, women, older workers, and persons who are handicapped, or economically disadvantaged;

—Knowledge and skill sufficient to establish effective working relationships with, and gain the confidence of managers and supervisors, at all levels of the agency, and employees regardless of their occupation, race, sex, ethnic heritage, or socioeconomic background;

—Knowledge and skill sufficient to acquire the following kinds of knowledges related to collateral equal employment opportunity work:

(1) Knowledge of the general structure of the Federal personnel system including classification, merit staffing, recruitment, performance evaluation, career development, labor relations, appeals, grievances, adverse actions, and employee rights and responsibilities;

(2) General knowledge of the missions, organizational structure, and distribution of responsibilities within the agency;

(3) Understanding of the current labor market, e.g., types of jobs available, supply of and demand for certain types of skills, recruiting methods, sources of recruitment, and projected employment needs of the agency.

EEO Counselors: Knowledge and skill sufficient to:

—learn complaint procedures in detail;

—learn basic EEO principles and terms such as "disparate treatment," "issues," and "bases of discrimination";

—communicate orally to explain procedures and regulatory requirements to complainants and management officials who may be angry, confused, or distressed because of the circumstances that caused the complaint, or because of the complaint itself;

—listen carefully and question persons to obtain and organize facts presented by persons who may be angry, confused, or distressed;

—conduct factfinding to locate and obtain necessary documentation materials in connection with informal resolution of a complaint;

—gain an understanding of a particular EEO case, identify the issues, and learn the relevant personnel regulations and principles;

—clarify issues, discuss issues, and resolve misunderstandings if they exist (used during the informal stage of a complaint);

—report facts objectively regardless of personal feelings;

—write simple, clear, and factual narrative statements (for reports).

EEO counselors who have not demonstrated the required knowledges and skills within a reasonable period of time on the job (e.g., six months) should not be retained as EEO counselors.

EEO Program Managers

This includes employees receiving EEO collateral assignments for overall responsibility for managing or advising on an EEO program (e.g., a Federal women's program, a Hispanic employment program, etc.).

In addition to the above *basic* requirements for all EEO collateral assignments, EEO program managers must possess the knowledges and skills required for positions in the Equal Employment Opportunity Series, GS-260, at the GS–5 level. However, the minimum requirement of 3 years experience does not apply for collateral assignments.

Additional and higher level knowledges and skills such as those required for equal employment opportunity specialists at grade levels above GS–5 may be required when they are related to the duties and responsibilities of the collateral assignment.

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OFFICE OF PERSONNEL MANAGEMENT

Handbook X–118

Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 183

December 1980

1. The standard for the GS–630, Dietitian Series, published in March 1961 has been superseded. The primary modifications include:

—New series title of Dietitian and Nutritionist Series, GS–630, to reflect the extended coverage of the series.

—Addition of the titles Nutritionist and Public Health Nutritionist.

—Curricula Plans I, II, and III for dietitians were eliminated in favor of the general requirement that the curriculum must have been in accordance with the qualifying requirements established by The American Dietetic Association in effect at the time of graduation.

—For positions of Public Health Nutritionist the requirement was added for a master's degree in public health nutrition, community nutrition, or in nutrition supplemented by public health courses from an accredited college or university.

—Entry at the GS–7 level was added for graduates of coordinated undergraduate programs.

—Addition of a section on the use of selective factors. Descriptions of specialized experience requirements were eliminated.

—Addition of a guide for evaluation of candidates.

—Addition of a section on physical requirements.

2. Revises the standard for the Air Traffic Control Series, GS–2152, by modifying the sections on length and quality of experience.

TABLE OF CHANGES

Remove	Issue date	Insert
GS–630, Dietitian Series, GS–5/15, pages 1–6.	March 1961	GS–630, Dietitian and Nutritionist Series, GS–5/15, pages 1 thru 6.
GS–2152, Air Traffic Control Series, pages 1 and 2.	August 1968	GS–2152, Air Traffic Control Series, pages 1 and 2.
GS–2152, Air Traffic Control Series, pages 3 and 4.	February 1976	GS–2152, Air Traffic Control Series, pages 3 and 4.

DIETITIAN AND NUTRITIONIST SERIES*

Dietitian GS–5/15
Nutritionist GS–5/15
Public Health Nutritionist GS–9/15

DESCRIPTION OF WORK

Dietitians and nutritionists advise on, administer, supervise, or perform work which requires the application of a professional knowledge of the science of nutrition. Dietitians and nutritionists are both concerned with human nutrition needs and are responsible for the development of diet plans or programs for individuals or groups, for instructing others in nutrition matters, and for applying a knowledge of socioeconomic conditions which affect the eating habits of individuals and groups. Dietitians usually perform work which is associated with institutional health care, such as hospitals, domiciliaries, or privately operated group care facilities in the community, and involves responsibility for individual diet plans and for the management of the food service system. Public Health Nutritionists perform work associated with public health services and programs designed to meet the health needs of target groups within the population, such as maternal and child health, geriatrics, and American Indians. Nutritionists perform in nontreatment food assistance programs designed to help target groups within the population, or in research. Major specialties and subspecialties are summarized below:

Dietitians are responsible for nutritional care in managing individual or group feeding, in imparting knowledge concerning food and nutrition, and in applying knowledge to developing and implementing plans for health maintenance and/or improvement.

Administrative Dietitians are members of the management team, responsible for planning and evaluating the food service system, directing and managing food service personnel, planning budgets and managing resources, establishing standards of safety and sanitation, developing specifications for the procurement of equipment and supplies, and developing menu patterns and evaluating client acceptance.

Clinical Dietitians are members of the health care team concerned with continuously providing for the nutritional needs of individuals and groups in acute, intermediate, long-term care and hospital based community care facilities generally involving a specialized problem. They are primarily concerned with assessing nutritional needs, developing therapeutic diets, recording progress in the medical records, providing nutritional education to the patient and family, and recommending changes to the physician. A dietitian may be responsible for one or more wards in a hospital involving patients with general or specialized problems, or for a nutrition or an outpatient clinic which provides similar care for ambulatory or outpatients.

Community Dietitians serve as members of the community health team, responsible for assessing the nutritional needs of individuals and groups located in nursing homes, private homes, or other group care facilities, and for evaluating and advising on the nutritional services provided by the institution to the individual.

Research Dietitians assist physicians or research scientists by planning the diet for the proposed study, by developing precise and complete data on patient nutrient intake and output, and by stimulating participation by patients or volunteer subjects.

Consultant Dietitians provide advice or services in nutritional care which affect the management of resources, such as the evaluating of food service systems, developing budgets and records systems, developing educational materials, recommending layout designs and equipment needs, or counseling clients and consulting with health care teams.

Teaching Dietitians plan, schedule or conduct educational programs for professional staff development, inservice training of nonprofes-

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*This standard cancels and supersedes the Qualification Standard for the Dietitian Series, GS–630, issued in March 1961.

NOTE.—This standard has been approved by the Administrator of Veterans' Affairs for use within the Department of Medicine and Surgery of the Veterans' Administration under the provision of Section 4105, Title 38, U.S.C.

sional staff, and may include training for medical interns, nurses, volunteers, patients, or dietetic interns or students.

Nutritionists are specialists in human nutrition concerned with nutritional or food assistance services provided by social, agricultural, or educational agencies to target populations. They perform such duties as assessing nutritional needs of groups, evaluating the nutrition component of programs, interpreting nutrition research or legislation, provide consultation and training, or participating in research.

Public Health Nutritionists serve as members of the health team, and are responsible for planning and administering the community nutrition program for a geographical area or specialty area. This involves such duties as assessing the nutritive quality of food eaten by people in the community; providing consultation and training to administrators, health professionals, and food service personnel in a variety of programs with a food service, nutrition education, and/or health component; conducting dietary studies and providing patient education to groups or individuals in normal and therapeutic nutrition; and consulting on the development and improvement of standards or services provided.

Nutritionists in specialized areas. Current major specializations include maternal and child health, school nutrition and health, group feeding, gerontology, chronic disease, rehabilitation, clinical dietetics, group food service, research, education, and training. The nutritionist plans, develops, implements, evaluates, and promotes the nutrition component of the specialty area to serve the needs of the target population.

Community Nutritionists function as members of the community health team assessing nutrition needs of individuals and groups in the community and providing education and information through individual and group counseling, and through displays, newspapers, radios, and other informational devices.

Nutritionists in Administration plan policy and action related to changing health, service or program needs as influenced by nutrition practices and socioeconomic forces, determine program priorities through the projection of anticipated benefits and expected costs, and evaluates the effectiveness of program services provided.

Additional descriptive material is contained in the Position Classification Standards for the GS–630 Series.

EXPERIENCE AND TRAINING REQUIREMENTS

1. Basic Requirements For All Grades

Successful completion of a full 4-year course of study in an accredited college or university creditable toward a baccalaureate or higher degree in dietetics, food, nutrition, food service management, institution management, or closely related science.

Dietitian: For positions of dietitian the curriculum* must have been in accordance with the qualifying requirements established by The American Dietetic Association (ADA) in effect at the time of graduation. (Professional registration as a registered dietitian (R.D.) is evidence of meeting ADA requirements.)

GS–5—For dietitians and nutritionists, completion of the basic requirement is qualifying for GS–5.

Public Health Nutritionist: Successful completion of a master's degree in public health nutrition, community nutrition, or in nutrition supplemented by public health courses from an accredited college or university.

GS–9—For public health nutritionists, completion of the basic requirement is qualifying for GS–9.

2. Additional Experience and Training Requirements

Candidates for grades GS–7 and above must have had either professional experience or graduate education, or an equivalent combination of both, in addition to meeting the basic requirements. This professional experience or graduate education must have been in or directly related

*Information on ADA approved curriculums may be obtained from The American Dietetic Association, 430 North Michigan Avenue, Chicago, Illinois 60611.

to dietetics or nutrition, or in a field closely related to the position to be filled.

a. Experience

In addition to the basic requirements, the following amounts of professional experience are required for grades GS–7 and above:

Grade:	Years
GS–7	1
GS–9	2
GS–11 and above	3

Completion of a coordinated undergraduate program, internship, or other clinical component approved by The American Dietetic Association, which was conducted as part of the undergraduate program, or after completion of the basic requirements for a baccalaureate degree, is qualifying at grade GS–7 for dietitians or nutritionists.

Candidates possessing professional registration as a Registered Dietitian meet the full requirements for eligibility at GS–7.

For grades GS–11 and below at least 6 months of the required experience must have been at a level of difficulty comparable to that of the next lower grade or 1 year comparable to the second lower grade in the Federal service. For grades GS–12 and above at least 1 years of the required experience must have been at a level of difficulty comparable to that of the next lower grade in the Federal service.

For any grade, the required amount of experience will not, in itself, be accepted as proof of qualification for a position. The quality of experience, rather than its length, will be given primary consideration. The applicant's total education and experience must give positive evidence of ability to perform all of the duties of the position.

b. Substitution of Education for Experience

In addition to the basic requirements, the following amounts and levels of education are qualifying for grades GS–7 and above. This education must have been either in dietetics or nutrition, or in directly related fields such as public health nutrition.

GS–7	One full academic year of graduate education.
GS–9	Completion of all requirements for a master's or equivalent degree; or two full academic years of graduate education.
GS–11	Completion of all requirements for a doctoral degree (Ph.D. or equivalent); or, Three full academic years of graduate education.

c. Combinations of professional experience and graduate education

Equivalent combinations of professional experience and graduate education of the type described above are acceptable at each grade.

Professional experience is defined as nonroutine work that required and was characterized by (1) a knowledge of the principles, theories, and methods of dietetics or nutrition; (2) ability to apply such knowledge in the work situation; and (3) positive and continuing development of knowledge and ability, to keep abreast of the advancing and changing discipline. Continuing education in dietetics and nutrition, and in related fields, is an important element of full professional competence which should be considered in evaluating the qualifications of candidates for professional positions.

d. Superior academic achievement

Superior academic achievement cannot be substituted for experience requirements of positions in this series.

SUPERVISORY POSITIONS

For supervisory positions, the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook should also be used.

EMPLOYMENT INTERVIEW

Applicants who meet the education, experience, and other requirements may be requested to appear for an employment interview. The prospective employer interviews the applicant to observe and evaluate personal characteristics and qualifications which are essential to the successful performance of the duties of the position.

BASIS OF RATING

No written test is required. Candidates will be rated on the extent, quality and recency of their experience and training, since a professional must keep abreast of constant changes in technology and trends. Ratings will be based upon candidates' statements in their applications and upon any additional information that may be secured, including that secured by inquiries made to supervisors, schools, and other references.

SELECTIVE FACTORS

For some specialized positions, only candidates who possess specific job-related knowledges, skills, and/or abilities may be qualified. For example, if a position requires highly developed skill in research techniques or in maternal and child care, that skill or knowledge may be used as an "in-or-out" selective placement factor. Justification for selective placement factors must show: (a) how the selective factor is directly related to the duties and responsibilities of the position; and (b) why possession of the knowledges, skills, and/or abilities identified as selective factors are necessary for successful performance in the position.

Specialized requirements, for example, are most commonly found in the following areas:

—Research positions, some of which require advanced preparation in dietetics or nutrition as well as in research techniques, to plan, investigate, interpret, evaluate, apply, and expand knowledge in one or more phases of dietetics or nutrition, and to communicate findings through reports and publications.

—Teaching positions, some of which require advanced preparation in dietetics, nutrition, and/or education, to plan, conduct, and evaluate educational programs in one or more dietetic or nutrition subject matter areas.

—Professional registration, (or other acceptable evidence of demonstrated ability to perform at the required level), is required for many positions of director of a dietetic or public health nutrition program in a hospital or other health care facility.

GUIDE FOR EVALUATION OF CANDIDATES

Candidates for Positions at GS–5/7

Evaluation of candidates for these grades is based largely on their academic career, with consideration also being given to any experience they may have had.

1. Education: When evaluating a candidate's academic record, consideration should be given to the extent to which the courses successfully completed contribute to the basic knowledge required in the particular position to be filled. For example, for positions involving direct patient care, a curriculum in clinical dietetics would be most desirable.

2. Internship: In evaluating experience gained through an internship, the experience should be related to the duties to be performed. For example, for a position in a hospital, a hospital internship is more valuable than one completed in business or industry, or in a college or university, since the hospital internship provides specific training in nutrition education and therapeutic diets, both essential for hospital dietitian positions.

3. Registration: A Registered Dietitian is a person who meets the qualifications established by the Commission on Dietetic Registration of The American Dietetic Association. Among the requirements for registration are successful completion of the examination for professional registration and the maintaining of continuing education requirements. Since the purpose of the examination and the continuing education requirements is to assure that the dietitian possesses and maintains the common core of knowledge of the profession, registration may be considered in the evaluation of the candidates.

Candidates for Positions at GS–9 and Above

For positions at these levels, evaluation of undergraduate college training is less important than the consideration of graduate education and professional work experience. The same

factors that are used to evaluate the undergraduate academic record may also be used to evaluate the graduate record.

1. The evaluation of a candidate's work experience should consider its nature and significance, its relationship to the requirements of the position, and whether it has involved the performance of professional work of increasing difficulty and complexity, and the assumption of more responsibility.

2. Candidates qualifying on the basis of a master's degree or Ph.D. may be evaluated for completion of a clinical component.

3. Registration by the Commission on Dietetic Registration of The American Dietetic Association may be considered in the evaluation of candidates for positions of dietitian or public health nutritionist.

4. Candidates may also be evaluated for active membership in and presentations before professional organizations, technical publications, participation in seminars and study groups, patents, awards, etc. Technical publications should be evaluated for their contribution to advancing knowledge in dietetics and nutrition, rather than on their quantity alone.

5. Recency of education and experience, and evidence of continuing education in dietetics and nutrition and in related fields, are important elements of full professional competence and may be considered in the evaluation of candidates.

6. Candidates for positions at GS–9 and above should also be evaluated for such skills and abilities as:

—Ability to plan work and evaluate results;
—Skill in analyzing, adapting, or developing materials, such as criteria, specifications, menus, and patient's needs and progress;
—Skill in interpersonal relationships, such as leadership, flexibility, and persuasiveness;
—Skill in oral communications for explaining nutrition to individuals or groups having a wide range of backgrounds, and for teaching students, other professionals, and communicating with groups;
—Skill in written communications for developing technical reports, informational materials, specifications, procedures, and similar tools;
—Ability to stay abreast of changes and new developments within the discipline and closely related areas;
—Ability to work independently, including originating workable solutions.

PHYSICAL REQUIREMENTS

Most positions involve moderate physical exertion, including moving substantial distances, within hospitals or similar facilities, standing, bending, and lifting of light objects, such as medical or procurement records. Ability to read printed material and handwriting, is required in most positions, as well as the ability to communicate effectively and efficiently with patients and others. Many positions involve some amount of exposure to contagious diseases, noise and hazards of kitchen equipment. Protective clothing is required in some situations. A few positions require travel to remote parts of the country.

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the positions without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

Also, all positions involving Federal motor vehicle operation carry the additional medical

requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

AIR TRAFFIC CONTROL SERIES[1]

Air Traffic Control Specialist (All Specializations), GS–4/15

DESCRIPTION OF WORK

Air Traffic Control Specialist (Station)

Station specialists provide information about weather, air navigation and airport conditions to pilots before and during flight. They relay traffic control instructions and other information between pilots and air traffic control facilities; provide information to pilots in distress; orient lost pilots; and initiate search and rescue action to locate overdue aircraft.

Air Traffic Control Specialist (Terminal)

Terminal controllers are concerned with controlling aircraft in the vicinity of airports for the purpose of assuring proper separation between aircraft and minimizing delays resulting from traffic congestion. They give traffic control instructions to aircraft operating under visual and instrument flight rules and provide flight assistance to assure safe and expeditious movement of traffic.

Air Traffic Control Specialist (Center)

Center controllers control aircraft operating enroute along the airways for the purpose of assuring proper separation between aircraft and minimizing delays arising from traffic congestion. They issue instructions, clearances, advice, and information to aircraft; maintain a progressive check of aircraft movement; initiate search and rescue action to locate overdue aircraft; and direct the dispersal of aircraft in a military emergency.

Air Traffic Control Specialist (Research and Development)

These positions require air traffic control knowledges and are concerned with managing and conducting programs for the creation, design, and development of new air traffic control systems or concepts; and they analyze, test, and evaluate current or new procedures, methods, systems, or concepts.

Air Traffic Control Specialist

These positions involve the performance of duties which represent a combination of the work described in two or more of the specializations and which require the qualifications of two or more of the specializations; or work which is not included in any of the specializations but which is similar in nature, difficulty and responsibility to the work of this series.

INFORMATION ON EMPLOYMENT

Air traffic control facilities require shift work. Employment in this occupation often involves movement from one geographic location to another.

EXPERIENCE, TRAINING AND RELATED REQUIREMENTS

Except for the substitutions provided for below, applicants must have the following quantity and kind of experience:

For GS–4

Two years of progressively responsible experience in administrative, technical or other work which demonstrated the potential for learning, and performing air traffic control work.

For GS–5

Three years of experience as described above for GS–4.

For GS–7 and above

In addition to meeting the requirements for GS–5, applicants must have *specialized experience* in a military or civilian air traffic facility which demonstrated possession of the knowledges, skills, and abilities required to perform the level of work of the specialization for which application is made.

[1] This standard supersedes the X–118 standard for this series which was issued in January 1964 and December 1967, and the single-agency standard for this series which was issued in July 1963, February 1964, April 1965, and December 1967.

Examples of Specialized Experience

Station: This is experience in providing information to pilots on such matters as weather, air routes, navigational aids and airport conditions before and during flight. In addition to a comprehensive knowledge of such matters, this specialization requires:

- the judgment to select only essential and pertinent information from a great mass of data;
- the skill to present essential information to pilots clearly, concisely and quickly either before or during flight; and
- the ability to act decisively in emergency situations.

Terminal: This is experience in issuing control instructions and advice to pilots in the vicinity of airports to assure proper separation of aircraft and to expedite their safe and efficient movement. In addition to a comprehensive knowledge of air traffic control laws, rules, and regulations, positions in this specialization require:

- the ability to act decisively under stressful situations and to maintain alertness over sustained periods of pressure;
- the skill to coordinate plans and actions with pilots and other controllers;
- the judgment to select and take the safest and most effective course of action from among several available choices.

Center: This is experience in controlling aircraft operating enroute along the airways for the purpose of assuring proper separation and the safe and expeditious movement of such aircraft. In addition to a comprehensive knowledge of the laws, rules and regulations governing air traffic control, positions in this specialization require:

- the ability to control aircraft operating at very high speeds over great distances;
- the skill to arrange air traffic in patterns that assure maximum safety and minimum delay at points where such aircraft are "handed-off" or transferred to other facilities or other sectors within the center;
- the judgment to estimate when and where traffic congestion will build to a point that necessitates changing patterns and to plan accordingly.

Research and Development: This is experience in a terminal, station or center which provided the potential or ability—

- to arrange or conduct programs for the creation, design and development of new air traffic control systems or concepts;
- to analyze, test and evaluate current or new air traffic control procedures, methods, systems or concepts.

Combination Positions: These positions involve the performance of duties which represent a combination of the work in two or more of the specializations and which require the qualifications of two or more of the specializations; or work which is not included in any of the specializations but which is similar in nature, difficulty, and responsibility to the work of this series.

All positions at the full performance levels of each specialization require considerable skill and training in the work of the specialization. Up through grade GS–7, specialized experience in one specialization is fully qualifying for reassignment or promotion into another specialization. At grade GS–9 and above, experience and training in one specialization is qualifying for another specialization if the candidate's total record indicates that he can gain the knowledges, abilities, and skills of the new assignment after a reasonable period of orientation and training.

For all specializations, qualifying specialized experience must have provided candidates with the ability to:

—arrive quickly at well-reasoned solutions to complex problems;
—adjust quickly to different assignments, changing conditions, and workload fluctuations;
—remain calm and controlled during and after long periods of tension and fatigue; and
—speak rapidly, clearly and distinctly.

CERTIFICATE AND RATING REQUIREMENTS

Air traffic control specialists in all specializations are required to possess or obtain a valid Air Traffic Control Specialist Certificate and/or Control Tower Operator Certificate, if appropriate. These certificates require demonstrating knowledge of basic meteorology, basic air navigation, standard air traffic control and communications procedures, the types and uses of aids to air navigation, and regulations governing air traffic.

In addition, each air traffic control specialist must possess or obtain a rating for the facility to which assigned. This facility rating requires demonstration of a knowledge of the kind and location of radio aids to air navigation, the terrain, the landmarks, the communications systems and circuits, and the procedures peculiar to the area covered by the facility.

All required certificates and ratings must be obtained, if not already held, within uniformly applicable time limits established by agency management.

EDUCATIONAL AND OTHER SUBSTITUTIONS FOR EXPERIENCE

Educational substitutions

GS–4: Study completed in an educational institution above the high school level may be substituted on the basis of one year of study for one year of experience.

GS–5: Successful completion of a 4-year college course leading to bachelor's degree may be substituted in full for the experience required at GS–5.

GS–7: Successful completion of one year of graduate study leading to a master's degree may be substituted in full for the experience required at GS–7.

GS–7: The Superior Academic Achievement Standard in part II of this handbook applies to this occupation at grade GS–7.

Other substitutions

GS–7: Applicants who have passed the written test qualify in full for the experience requirements for grade GS–7 if they:

—Hold or have held an appropriate facility rating and have actively controlled air traffic in civilian or military air traffic control terminals or centers;

—Hold or have held an FAA certificate as a dispatcher for an air carrier;

—Hold or have held an instrument flight rating;

—Hold or have held an FAA certificate as a navigator or have been fully qualified as a Navigator/Bombardier in the Armed Forces;

—Have 350 hours of flight time as a copilot or higher and hold or have held a private certificate or equivalent Armed Forces rating;

—Have served as a rated Aerospace Defense Command Intercept Director;

—Meet the requirements for GS–5 and in addition pass the written test with a higher score.

QUALITY OF EXPERIENCE

For each grade creditable experience must have equipped applicants with the knowledges, skills, and abilities to perform fully the duties of the position being sought.

Applicants must demonstrate progressively responsible experience of a scope, quality, and degree such as to have equipped them with the ability to perform duties at the grade level of the position for which application is made. Typically, this is demonstrated by accomplishment of assignments of the difficulty and responsibility described in the position classification standard used to evaluate positions at the next lower grade in the normal line of promotion to the position being filled. (See also 5 C.F.R. 300, Subpart F.)

For each grade, applicants must possess or obtain, within uniformly applicable time limits, the facility ratings required for full performance at the facility where the position is located.

In evaluating the quality of experience for promotion actions, particular attention should

be paid to the provisions of this standard included under the section *Guide for Evaluating Specialized Experience.*

SUPERVISORY POSITIONS

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook in conjunction with this standard.

MAXIMUM AGE LIMIT

Under the authority of Public Law 92–297, a maximum age limit has been established for positions in the Terminal and Center specializations in the Department of Transportation. Applicants who have reached their 31st birthday are ineligible for entry into positions in these specializations only. The maximum age limit, which may not be waived, does not apply to positions in the Station specialization.

WRITTEN TEST

Applicants for positions through GS–7 must pass a written test. For positions above grade GS–5, the test score is used as *one* of the elements in the rating of eligibility.

Applicants for positions above grade GS–7 may be required to take a written test. However, at these grades, performance on the test will be used as an aid in evaluation of abilities, and will not be used on a pass-or-fail basis.

BASIS OF RATING

Applicants for grades GS–4 and GS–5 will be rated on a scale of 100 based on their score on the written test.

Applicants for positions at GS–7 will be rated on a scale of 100 based on their score on the written test *and* the kind and quality of their experience, education, and training in relation to the requirements of the positions. Competitors for these grades must pass the test and obtain a rating of at least 70 to be eligible.

Applicants for grades above GS–7 are rated on a scale of 100 based on an evaluation of the kind, amount, pertinence, and recency of qualifying air traffic control experience. If a test is given above grade GS–7 it is not to be used on a pass-or-fail basis, but rather as *one* of the considerations in evaluating candidates.

PERSONAL QUALITIES

In addition to meeting all other requirements, candidates must demonstrate possession of traits and characteristics which are important in air traffic control work. Among such traits are:

(a) Ability to speak distinctly and concisely;
(b) Poise and self-confidence, and ability to remain calm during emergency situations;
(c) Resourcefulness;
(d) Practical intelligence and good judgment;
(e) Alertness; and
(f) Decisiveness.

Applicants who qualify in the written test and/or meet the experience and training requirements will be required to appear for a preemployment interview.

GUIDE FOR EVALUATING SPECIALIZED EXPERIENCE

The value of specialized experience depends upon the degree to which it prepared the applicant to perform the duties of the position to be filled. As a general rule, in filling a terminal position, for example, terminal experience is better qualifying than center or station experience, although either of these may also meet the minimum requirements for the position. Similarly, station experience is usually better qualifying than any other for station positions, and center experience is usually better qualifying than any other for center positions.

More specifically, for a position in a high-density facility, i.e., one that handles a very heavy volume of traffic, successful experience in handling a very heavy volume of traffic is the most pertinent. For example, if the position to be filled is in a high-density radar terminal, then experience in a high-density terminal is more likely to be more valuable than experience in a low-density terminal. This is true because

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Qualification Standards for Positions Under the General Schedule

TRANSMITTAL SHEET NO. 184

December 1980

Transmits the following qualification standards material for inclusion in Part III of this handbook.

1. Amends the standard for the General Administrative, Clerical, and Office Services Group, GS-300, Clerk (various positions), GS-1/3, to include the newly established Budget Clerical and Assistance Series, GS-561.

2. Amends the standard for the Accounting and Budget Group, GS-500, Accounting Clerical, Supervisory, and Administrative Positions, GS-7/15 to include the newly established Budget Clerical and Assistance Series, GS-561. The Physical Requirements section has also been amended.

3. Amends the standard for the Accounting and Budget Group, GS-500, Clerical (various positions), GS-4/6, to include the newly established Budget Clerical and Assistance Series, GS-561. The Physical Requirements section has also been amended.

TABLE OF CHANGES

Remove	Issue date	Insert
GS-300, Clerk (various positions), GS-1/3, pages 1 and 2.	April 1980	GS-300, Clerk (various positions), GS-1/3, pages 1 and 2.
GS-500, Accounting Clerical Supervisory, and Administrative Positions, GS-7/15, pages 1 and 2.	October 1977/ December 1975	GS-500, Accounting Clerical, Supervisory and Administrative Positions, GS-7/15, pages 1 and 2.
GS-500, Clerical (various positions), GS-4/6, pages 1 and 2.	October 1977/ December 1975	GS-500, Clerical (various positions), GS-4/6, pages 1 thru 2.01.

Clerk (various positions) GS–1/3

Positions covered by this standard:

A. Clerical positions, GS–1/3, in the following series for which the entrance level is usually GS–3 or below:

Personnel Clerical and Assistance Series	GS–203
Military Personnel Clerical and Technician Series	GS–204
Miscellaneous. Clerk and Assistant Series	GS–303
Information Receptionist Series	GS–304
Mail and File Series	GS–305
Correspondence Clerk Series	GS–309
Printing Clerical Series	GS–351
Communications Clerical Series	GS–394
General Accounting Clerical and Administrative Series	GS–501
Cash Processing Series	GS–530
Voucher Examining Series	GS–540
Fiscal Auditing (GAO) Series	GS–541
Payroll Series	GS–544
Military Pay Series	GS–545
Benefit Payment-Roll Series	GS–547
Budget Clerical and Assistance Series	GS–561
Time and Leave Series	GS–590
Medical Clerk Series	GS–679
Legal Instruments Examining Series	GS–963
Claims Clerical Series	GS–998
Editorial Assistance Series	GS–1087
Procurement Clerical Series	GS–1106
Property Disposal Clerk and Technician Series	GS–1107
Library Technician Series	GS–1411
Archives Technician Series	GS–1421
Statistical Assistant Series	GS–1531
Supply Clerical and Technician Series	GS–2005
Transportation. Clerk and Assistant Series	GS–2102
Shipment Clerical Series	GS–2134

B. Clerical positions, GS–1/3, in the following series for which the entrance level is occasionally as low as GS–3:

(The GS–3 positions in these series are generally trainee in nature, although some may represent a more limited assignment than is typical of the occupation as a whole. While most recruiting for these occupations is done at grades GS–4 and above, this standard is considered appropriate for filling such few positions as exist at GS–3.)

Intelligence Aid and Clerk Series	GS–134
Accounting Technician Series	GS–525
Legal Clerical and Administrative Series	GS–986
Freight Rate Series	GS–2131
Travel Series	GS–2132

C. Other similar types of positions in grades GS–1/3 for which no qualification standards exist.

Description of work

Clerical positions involve the orderly processing of the papers and performance of the routine work supporting an office or organization. Within a framework of procedures, regulations, precedents, and instructions, clerks process and maintain the records and written materials which represent the transactions or business of the office or organization served. Among the basic duties which may be performed are, for example: (1) maintaining records; (2) receiving, screening, reviewing, and verifying documents; (3) searching for and compiling information and data; (4) providing a central source of information on the activities of the organization orally or by correspondence; (5) preparing and/or verifying the validity of documents with which the organization is concerned; etc.

Requirements

A. *General background:*

In order to be considered for appointment and to enter on duty the applicant's overall background, work history, personal characteristics, work habits, and general behavior and reputation in his/her community, school, and previous employment must be of such nature as to provide positive evidence that he/she can and will perform clerical or office type work in a successful and productive manner in an office type of

environment. If the information in the application, or information which otherwise comes to the attention of the OPM, raises any reasonable doubt that the applicant can and will perform in this manner, he/she may be required to produce additional satisfactory evidence that he/she does possess the abilities and qualities which will assure competent performance.

Grade GS–1

For grade GS–1, no written test, experience, training, or education is required. Candidates must be interested in and willing to perform simple, routine, clerical work, and show evidence of likelihood of success on the job.

B. *Experience:*

GS–2.—Six months of general experience; or graduation from a full 4-year or senior high school or possession of a General Educational Development High School Equivalency Certificate (GED).

GS–3.—One year of general experience; or 1 academic year of business or secretarial school, junior college, or college which is in addition to graduation from high school.

Definition of terms used above

1. *General experience:* Progressively responsible clerical or office work of *any kind* in which the applicant has demonstrated the ability to perform satisfactorily at the grade level of the position.

2. *One year of business or secretarial school:* Thirty-six weeks of successfully completed full-time study is creditable as 1 academic year. "Full-time study" normally will involve 20 clock hours of classroom instruction per week.

Written tests

Applicants for positions at grades GS–2 and GS–3 are required to pass written tests.

For some positions, only applicants who receive suitably high scores on parts of the test specifically pertinent to the particular kind of work to be done will be considered.

For inservice placement action the written test is not required. If a test is used, it may not be used on a pass/fail basis. For information on when and how a test may be used in evalulating eligible employees, see FPM Supplement 335–1.

Basis of rating

For GS–1: An evaluation of the applicant's willingness to do simple and repetitive clerical work, dependability, and the ability to perform work safely.

For GS–2 and GS–3: The score on the written test *and* an evaluation of the extent and quality of experience, education, and training.

Applicable standards for clerical positions also requiring skill in typing or stenography

Some positions requiring typing or stenographic skill as high as that required under the competitive standard for typing or stenographic work, are so constituted that other work skills or abilities, rather than typing or stenographic skills, form the paramount qualification requirements for the positions. Positions so constituted are classified in the series appropriate for the *paramount* requirement and are identified by the parenthetical addition of the words "typing" or "stenography" to the titles otherwise prescribed for those series. In actions involving such positions, the qualification standards established for the series in which the positions are classified, rather than the clerk-typist or clerk-stenographer standards, are to be used. An appropriate means should be used to assure that applicants possess sufficient skill in typing or stenography to perform the duties of such positions (i.e., a performance test, certificate of proficiency, or some method of certification acceptable to the Office of Personnel Management).

Requirements for clerical positions involving public contacts

Some clerical positions (e.g., information receptionists) which involve substantial contact with others, require a clear speaking voice, tact, courtesy, and capacity for effective public contacts. In filling such positions competitively and noncompetitively, appointing officers should assure themselves by reference checks, personal interviews, or other appropriate means

ACCOUNTING AND BUDGET GROUP

This standard applies to various types of clerical and supervisory clerical positions in the GS–500 Group (see series listed).

General Accounting Clerical and Administrative Series, GS–501

Cash Processing Series, GS–530

Voucher Examining Series, GS–540

Fiscal Auditing (GAO) Series, GS–541

Payroll Series, GS–544 [1]

Military Pay Series, GS–545

Benefit-Payment Roll Series, GS–547

Budget Clerical and Assistance Series, GS–561

Time and Leave Series, GS–590

Accounting Clerk GS–4, 5, 6

Supervisory Accounting Clerk GS–4, 5, 6

EXPERIENCE AND TRAINING REQUIREMENTS

Except for the substitutions provided for below, applicants must meet the following experience requirements.

Grade	General experience (years)	Specialized experience (years)	Total experience (years)
GS–4	1	1	2
GS–5	1	2	3
GS–6	1	2½	3½

General experience

General experience is experience obtained in the performance of clerical duties in any area of work.

Specialized experience

Specialized experience is clerical experience obtained in the kind of work in which the duties of the positions are to be performed. For example, the specialized experience required for Payroll Clerk GS–4 is 1 year of experience in the computation, preparation, or maintenance of payrolls and pay records for a Government or non-Government agency, organization, or institution.

Supervisory positions

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook in conjunction with this standard.

Quality of experience

Applicants must show either (*a*) 6 months of experience at a level of difficulty comparable to the next lower grade level, or (*b*) 1 year at a level comparable at least to the second lower grade level in the Federal service, of which at least 6 months must have been specialized experience. The applicant's total experience must give evidence of ability to perform duties of the position at the grade level for which an eligible rating is assigned.

SUBSTITUTIONS ALLOWED

For a maximum of 3 years of the required experience (1 year of general plus 2 years of specialized experience) study successfully completed in a resident school or institution may be substituted as follows:

General experience only

1. Study completed in a college, university, or junior college may be substituted on the basis of *one-half academic year* of study for *6 months* of experience.

2. Study completed in a business or commercial school or other comparable institution above the high school level may be substituted on the basis of *one-half academic year* of study for *6 months* of experience provided such study included subjects such as bookkeeping, commercial law, and business arithmetic. No credit will be allowed for training which has been obtained only or primarily in shorthand or typing or business English.

3. Excess specialized experience may be substituted for general experience on a year-for-year basis.

[1] Also see alternative qualification standard for in-service placement. The alternative standard is based on a job element approach and is filed under GS–544.

Specialized experience

1. For the first year of specialized experience, study successfully completed in a resident school above the high school level may be substituted at the rate of *one-half academic year* of study for *6 months* of specialized experience provided that the study leads to a major (or includes 6 semester hours, or the equivalent per year) in accounting or business administration.

2. For the second year of specialized experience, successfully completed study of the quality described in paragraph 1 above may be substituted at the rate of *1 academic year* of study for *6 months* of specialized experience. Therefore, a full 4-year course of study of this type may be substituted for a maximum of 3 years of the required experience (1 year of general plus 2 years of specialized experience) and is fully qualifying for grade GS–5. No substitution may be made for the required supervisory experience at any grade level or for 6 months of the specialized experience required for grade GS–6.

3. Clerical experience in related work areas which has provided a general knowledge of the subject-matter field in which the duties are to be performed is acceptable as meeting the requirement for specialized experience for GS–4 positions; and for a maximum of 6 months of the required specialized experience for grades GS–5 and 6. Examples of positions in which such experience may have been acquired are: (*a*) statistical clerk or statistical coding clerk engaged in the processing or compilation of accounting or financial data; (*b*) property or stock control clerk engaged in the maintenance of inventory records and property accounts; (*c*) claims examiner engaged in the examination and processing of claims involving direct monetary obligations of the Government; (*d*) bookkeeping machine operator engaged in the posting of official accounts and the compilation of reports and statements from accounting records.

DEFINITION OF TERMS

"School above the high school level" means an educational institution (e.g., a business or commercial school or college, a junior college or college or university) for which high school graduation or its equivalent is prerequisite.

"Full-time study" in the case of business or commercial schools is the equivalent of at least 20 classroom hours of instruction per week plus necessary outside study. Part-time study is prorated on this basis also, but is creditable only in amounts equivalent to one-half academic year or multiples thereof.

"An academic year" consists of approximately 36 weeks of full-time study, or 30 semester hours, or the equivalent.

WRITTEN TEST

A written test is required for all positions at the GS–4 level, but not at the GS–5 level or above.

The written test should be waived for in-service placement actions, but not for appointments outside the register. The test may be waived for applicants for positions of Military Pay Clerk at the GS–4 level who qualify on the basis of specialized experience.

BASIS OF RATING

Competitors for positions at GS–4 for which the written test is required will be rated on the basis of the written test results.

Competitors for Military Pay Clerk positions at the GS–4 level for whom the written test is waived, and competitors for all positions at grades GS–5 and above, will be rated on the basis of an evaluation of experience, education, training, and demonstrated aptitude to perform the duties of the position for which application is made.

PHYSICAL REQUIREMENTS

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appoint-

ment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.

Accounting Clerical Series ---- GS–501–0
Cash Accounting Series ---- GS–530–0
Voucher Examining Series ---- GS–540–0
Fiscal Auditing (GAO) Series ---- GS–541–0
Payroll Series ---- GS–543–0
Time, Leave, and Payroll Series ---- GS–544–0
Military Pay Series ---- GS–545–0
Military Time, Leave, and Pay Series ---- GS–546–0
Benefit-Payment Roll Series ---- GS–547–0
Budget Clerical and Assistance Series ---- GS–561–0
Time and Leave Series ---- GS–590–0
Military Time and Leave Series ---- GS–591–0

Accounting Clerical, Supervisory, and Administrative Positions GS–7/15

This standard is considered appropriate for filling such positions as Fiscal Accountant or Auditor; Cash Accounting Assistant; Voucher Examiner; Time, Leave, and Payroll Supervisor; Benefit-Payment Roll Supervisor; etc., in the series and grades shown above.

Experience, Training, and Related Requirements

A. *Length and kind of training and experience required*

Except for the substitutions provided for below, applicants must have had as a minimum the length of experience specified in the following table.

Grade of position	Total (years)	Length of experience required	
		General (years)	Specialized (years)
GS–7	4	2	2
GS–8	4½	2	2½
GS–9	5	2	3
GS–10	5½	2	3½
GS–11	6	2	4
GS–12	6	2	4
GS–13	6	2	4
GS–14	6	2	4
GS–15	6	2	4

General experience is work in (1) accounting, auditing, or bookkeeping of a commercial type in such fields as cost accounting, financial accounting, etc., or (2) maintaining or examining records for the issuance, collection, safekeeping, or disbursing of money and securities by municipal, State, or Federal government agencies, or commercial, industrial, or eleemosynary concerns and institutions (including such records as cost, time, payroll, expenses, revenues, expenditures, appropriations, revolving funds, working capital, trust funds, or other fiscal records), or (3) supervising work described in (1) and (2) above with responsibility for the technical adequacy thereof, including supervision of machine accounting groups.

Specialized experience is experience in the kind of work which is to be done in the position for which the examination is held and for which application is made. For example, the specialized experience required for a payroll position is experience in payroll work—preparation, maintenance, or supervision of payrolls, pay records, etc., for a Government agency, a commercial or industrial concern, etc. (Specialized experience in excess of the required length may be accepted as general experience.)

B. *Provision for substitution of education for experience*

For a maximum of 2 years of the required general experience and 1 year of the specialized experience, applicants may substitute the following:

1. Study successfully completed in a resident school above high-school level with a major in the field of accounting or business administration on the basis of 1 academic year of study for 9 months of experience. (An academic year of study is based on the successful completion of 30 semester hours of study or its equivalent.); *or*

2. Teaching of any of the fields named in (1) above in a resident school above high-school

level on the basis of 1 academic year of teaching for 9 months of experience; *or*

3. Any time-equivalent combination of (1) and (2) above; *or*

4. The possession of a certificate as a Certified Public Accountant in a State, Territory, or the District of Columbia, provided the certificate number, date, and place of issuance are clearly stated in the application.

5. In addition, applicants who offer a bachelor's degree within 24 semester hours, or its equivalent, in any of the fields named in (1) above as a substitution for 2 years of the required general experience and 1 year of the specialized experience may substitute a master's degree in any of the fields named for 1 additional year of specialized experience. Under this provision, an applicant with a master's degree in the named fields of study may qualify at the GS–7 level.

C. *Other requirements*

Quality of experience. Applicants must have had progressively responsible experience of a scope and quality sufficient to demonstrate conclusively the ability to handle the duties of the position. The degree of fiscal responsibility involved must have been proportionately greater for each successively higher grade for which the applicant is being considered. The prescribed lengths and levels of experience must be met, but meeting them does not of itself entitle one to an eligible rating. The measure of total performance must be so full as to give promise of at least satisfactory performance at the grade or grades for which he is being considered.

For grades GS–12 and above, at least 1 year of the required specialized experience must have been at a level of difficulty comparable at least to that of the next lower grade in the Federal service. For grades GS–11 and below, at least 6 months of the required specialized experience must have been at a level of difficulty comparable to that of the next lower grade in the Federal service, or 1 year must have been at a level comparable at least to that of the second lower grade.

Supervisory positions

For supervisory positions use the qualification standard for "Supervisory Positions in General Schedule Occupations" in part III of this handbook in conjunction with this standard.

Physical requirements

Applicants and employees must be physically and mentally able to efficiently perform the essential functions of the position without hazard to themselves or others. Depending on the essential duties of a specific position, usable vision, color vision, hearing, or speech may be required. However, in most cases, a specific physical condition or impairment will not automatically disqualify an applicant for appointment. The loss or impairment of a specific function may be compensated for by the satisfactory use of a prosthesis or mechanical aid. Reasonable accommodation may also be considered in determining an applicant's ability to perform the duties of a position. Reasonable accommodation may include, but is not limited to: the use of assistive devices, job modification or restructuring, provision of readers and interpreters, or adjusted work schedules.

These physical requirements apply to employees occupying positions covered by this standard as well as to applicants for such positions.

Also, all positions involving Federal motor vehicle operation carry the additional medical requirements specified in Federal Personnel Manual Chapter 930, Appendix A, Physical Standards for Motor Vehicle Operators and Incidental Operators.